DOCUMENT RESUME

ED 368 801 UD 029 639

AUTHOR	Baez, Tony
TITLE	An Independent Evaluation of MPS Alternative and Partnership Schools, Spring 1993. Final Report.
INSTITUTION	Wisconsin Univ., Milwaukee. Center for Urban Community Development.
PUB DATE	93
NOTE	282p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Education; Disadvantaged Youth; *Educational Change; Educational Philosophy; Elementary Secondary Education; Evaluation Utilization; Financial Support; *High Risk Students; Limited English Speaking; Needs Assessment; *Nontraditional Education; *Partnerships in Education; Program Evaluation; Public Schools; School Districts; *School Restructuring; Tables (Data); Urban Schools
IDENTIFIERS	*Milwaukee Public Schools WI

ABSTRACT

This evaluation of the alternative and partnership schools of the Milwaukee (Wisconsin) public schools (MPS) was commissioned in 1992 and continued in 1993 to provide a qualitative description of the MPS alternative and partnership school network and to give the school system an assessment of each of the programs to determine its viability. Eighteen partnership schools and 9 MPS alternative schools were evaluated. The current report brings together findings from both phases of the evaluation and makes recommendations for the continuation and improvement of these programs. The evaluation strongly suggests the need for a major change in the approach to alternative and partnership programs, with restructuring to overcome the basic problem where there is neither a rational nor educationally sound philosophy guiding the operation and funding of these schools. The network should be seen as a complementary system of true alternatives and not merely as safety valves for traditional schools. The practices that are effective in the best of these schools should be replicated, while those that are ineffective are eliminated. Funding and staffing for effective programs should be priorities. Six figures illustrate the discussion. Nine appendixes provide supporting information, including a list of effective programs for at-risk students. (Contains 39 references.) (SLD)

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FINAL REPORT:
AN INDEPENDENT EVALUATION OF MPS ALTERNATIVE AND PARTNERSHIP SCHOOLS, SPRING 1993

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PRESENTATION TO THE MPS BOARD ON THE EVALUATION OF ALTERNATIVE AND PARTNERSHIP SCHOOLS, 1992-93

Tony Baez, Faculty Associate, UW-M
Center for Urban Community Development
September 15, 1993

UW-M Center for Urban Community Development 929 N. 6th St. Milwaukee WI 53203, Tel. 414-227-3271

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September 15, 1993

PRESENTATION TO MPS BOARD ON THE EVALUATION OF MPS ALTERNATIVE/ PARTNERSHIP SCHOOLS, 1992-93

This final report on the evaluation of alternative and partnership programs should be viewed as a new beginning for alternative education in the Milwaukee Public Schools. It is an opportunity to transform for the better a system of schools which is critical to the overall delivery of educational services to Milwaukee at-risk younsters. The findings and recommendations of the report are intended as an opportunity for critical reflection and action on how to improve the network of alternative/partnership schools, and how to better connect these schools to their community and other support systems.

MPS now has an opportunity to make its alternative and partnership schools true models of successful education.

1. General Goals of the Evaluation:

   a. To provide a qualitative description of alternatives programs and the issues which affect them
   b. To provide a critical, no-nonsense qualitative assessment of each alternative and partnership schools

2. Methodology:

A wealth of qualitative data was collected, as well as other documentation on each of the programs reviewed. Performance and "outcomes" data was also reviewed and organized for representation in tables and graphs. All "outcomes" data used in this report was self-reported by the schools evaluated and compiled by MPS.

In summary, evaluation teams and the Principal researcher:

   a. Collected qualitative/observational data used to describe what they ***saw***. Validation of observations was done via the review of documents made available by MPS and the schools themselves, and further cross validation of individual perceptions was done via group discussions of observations;

b. Conducted site visits, interviewed students, staff, parents, and school officials; reviewed baseline data and other self-reported school performance and "outcomes" data;

c. Held extensive discussions among team members on "perceptions" and observations of schools visited;

d. Matched observations against research literature on effective programs for at-risk students and against state/MPS academic and performance standards;

e. Scored schools on a "Success Factors Grid" developed by the Principal Researcher. Scores on the "grid" are a reflection of the subjective perception of the scorers. From a "pure" research perspective, the use of the "grid" was unconventional, but this does not take away from its "perceptual" value. The message implicit in a low scoring of a school is as valid as that contained in any other research measure.

   If a school was rated low on most of the 51 factors, chances are they were generally perceived to be ineffective in living up to its promise of delivering quality services to at-risk students. Alternative programs that received low scores should view these as an indication of deficiencies that need to be corrected, regardless of how much documentary information evaluators had available before they did the scoring.

f. Assigned great value to the observations of evaluators. If most of the evaluators who visited a school left with a negative impression based on their observations of school ambience and culture, school administrative and curriculum practices, classroom practices, and interviews with students and staff, their ***composite*** perception was given greater weight in the final evaluation than the quantifiable performance data self-reported by the alternative/partnership school.

The write-ups on each school were kept brief with only a few recommendations. However, other recommendations and the file on the observations made by team members are available to the Director of Alternative Education for use in determining corrective action on specific schools. The data tables following each of the school profiles are based on data provided by the individual schools to MPS. Corrections to errors in that data need to be taken up directly with the Department of Alternative Programs.

3. Highlights of Some Findings and Recommendations:

a. There are MPS alternatives and partnerships schools that are sound educational institutions. In these schools there is a real sense of "family," students are truly engaged in meaningful and challenging educational activities, and they are provided with helpful supportive services. The "good" and "excellent alternative and partnership schools found during this evaluation are "proof" that the "system" of alternative and partnership schools is viable and should continue to be supported.

b. There are also alternative and partnership schools that may not be excellent, but they have potential and should continue to be supported, provided they work to correct some of the deficiencies found during this evaluation, that they break with remedial-only instruction, and that they further develop their instructional and support programs to increase academic opportunities for their students.

c. Students and parents in alternative schools want a non-remedial, academically engaging and relevant curriculum which prepares them for both college and work; they also want more and higher quality time --full-time programs, and access to the same kinds of extra-curricular activities and support services available to other students in the system.

d. Students and parents generally want alternatives to be different from traditional schools; they expect them to offer the flexibility of scheduling and the intimacy generally not found in traditional schools; and students want to be treated with respect, and as intellectually capable.

e. Staff generally want alternatives to offer more and better support services, and they themselves want more opportunities for professional development.

f. Students, parents, and staff also want schools located in clean and well kept, space-adequate facilities. Most students did not feel well served in programs where they are confined to one- or two-rooms during extended periods of time.

g. Parents want to support their children, but generally felt that other than regularly reporting to them about their children's conduct, alternative schools did little to nothing to give them a voice in their governance or preparation on how to help their youngsters. MPS provides no training or activities directed at the parents of youth in alternative programs.

In addition to these findings, researchers also concluded that:

a. There is neither a rational nor educationally sound philosophy of alternative and partnership programs to guide the operation and funding of these schools.

b. Alternative and partnership schools are more than often treated --and thought of-- as "safety or escape valves" for traditional MPS schools. Consequently, they tend to be viewed as:

- Schools where at-risk and/or other "problem" students are displaced to...
- Schools where students are sent to for "repairs" and "behavioral modifications"
- Deficit-based schools for academic remediation; "tutorial" centers
- "quick fix" --fast way out programs for students that presumably don't want to learn or who just want out of school fast so that they can go to work or find a job
- "holding tanks" for problem youth
- schools of minimal contact (2.5 to 4 hr days)
- "credit mills" for students who have too few credits to graduate (in some of these schools "inflated" credit is given for minimal remedial work performed, or for completion of curriculum "packets" or computed assisted instruction modules)
- Schools where "excessed" teachers and administrators are displaced to...

c. These "images" of alternative schools are made worse by the "mixing" of programs for at-risk youth with programs for violators of the MPS weapons policy and/or "chronic disruptors" in the same facilities. Some schools also house too many programs. This practice is not well perceived by staff nor students, and it adds to low morale in these schools.

d. The district contracts with CBO's to run programs for "behaviorally" reassigned students, but has no philosophy or curriculum standards in place to ensure that these youngster are not just being *held* until they are old enough to leave the system. Consequently, staff attempts at trying to help these youth to adapt are generally of a "bonding" type, but rarely followed by serious and substantive academic activity.

e. The Department of Alternative Programs and the Division of Student Services appear to be operating at crossed and competing purposes. Decisions on program placement, staff assignments, and contracts need to be better coordinated, and there needs to be more collaboration on matters of curriculum, student monitoring, student re-entry into traditional schools, and subsequent monitoring.

f. A major program of staff development is needed for all staff associated with both MPS alternatives and partnership schools. MPS should create "families" of alternative and partnership school staff. These should receive extensive inservice, coaching and opportunities to engage in innovative educational experimentation.

Recommended Process for Action on this Report:

A new emphasis on academic effectiveness in the state's Children at-Risk Legislation requires that MPS develop criteria to determine effectiveness, and that it ensure equality of educational opportunities to at-risk students via programs that help them complete schooling. Living up to this mandate and resolving the tensions brought about by the social conditions affecting the lives of MPS students, as well as the communities they come from, will not be an easy task. Transforming alternative education, like transforming traditional schools, is a complex undertaking which should be tackle by all of those affected: the MPS Board, the administration, the network of MPS alternative and partnership schools, parents, students, teachers, community leaders, and educational experts.

Furthermore, to engage such a challenge, MPS needs to first determine its own philosophy of "alternative" schools. It also needs to establish a philosophy or mission for programs specifically intended for students displaced from traditional schools because of their behavior or due to violations of the system's "no-weapons" policy.

To accomplish this task, MPS needs a reflection-action oriented process that can lead to a new vision and practice of *alternative education* and of *"behavioral modification"* programs.

The development of a new philosophical statement on alternative and "behavioral modification" programs, and of the pedagogical practice needed to make them all more effective, needs to be an inclusive process.

First, it is important that the MPS Board study this report and make clear its expectations of *alternative* and *"behavioral modification"* programs, both, those operating within the district and at partnership schools. The Board also needs to provide guidance on matters of policy formulation, curriculum, academic performance standards, and staff performance.

Second, **MPS should establish a special task force, which reports to the Superintendent and the Board, and charge it with the following tasks:**

i) Development of a vision/mission policy statement on alternative education for at-risk and other youngsters who do not function well or don't "fit" in traditional school settings.

ii) Development of a pedagogical statement --inclusive of goals and objectives-- to guide the adaptation and/or development of alternative and innovative curriculum for its new alternative school programs.

iii) Development of an alternative schools staff selection, assignment, evaluation, and removal procedure, and of a comprehensive program for meaningful staff development.

iv) The Task Force should do the same as in (i), (ii) and (iii) above regarding programs intended for students removed or displaced from MPS traditional schools because of their unacceptable behavior.

v) Development of recommendations on how MPS alternatives and community-based partnership schools can conform to the new vision/ mission of alternative schools and "behavioral modification" programs for the 1994-95 academic year.

vi) A careful and critical review of the findings and recommendations of this report to develop procedures and/or strategies for the implementation of those recommendations found consistent with the new vision/mission of alternative and "behavioral modification" programs.

vii) A careful review of the research literature on effective at-risk programs, alternative education, and effective programs directed at behaviorally difficult students.

The Task Force should be chaired by the MPS Director of Alternative Education. The Superintendent should support him by authorizing him to acquire the necessary staff to make effective the work of the Task Force. The membership of the Task Force should be selected by the Director of Alternative Education in collaboration with the Executive Committee of the New Generation Schools, with final approval of its members by the Superintendent. It should include among its members representatives from the MPS Board, key MPS departments (e.g. Alternative Programs, Curriculum and Student Services), alternative and partnership school staff, support services staff, students, parents, community leadership, and individuals with significant educational expertise in alternative education.

The MPS Board can further support the activities of the Task Force by appropriating resources for the following:

- A three day institute designed to prepare Task Force members to meet their charge, to study the contents of this report, and to become familiar with the latest developments in the at-risk and alternative schools research literature;
- Travel of Task Force representatives to visit and study educational programs in other parts of the country which have proven to be successful with at-risk and behaviorally difficult students;
- Consultant fees to contract expertise to assist the Task Force with its work. [The UW-Madison Center for Educational Policy has on staff some of the top national experts in the field of alternative and at-risk programs. To draw from their expertise can enhance the successful completion of the work of the Task Force.]

The Task Force should report directly to the MPS Board no later than February, 1994. The Board should act on its policy and programmatic recommendations immediately after and direct the administration to match all alternative programs against its new policies before the approval of the alternative program budget for FY 1994-95.

Tony Baez, UW-M Center for
Urban Community Development

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—In Search of Excellence In Alternative Education—

FINAL REPORT: AN INDEPENDENT EVALUATION OF MPS ALTERNATIVE AND PARTNERSHIP SCHOOLS, SPRING 1993

Submitted by Tony Baez, Principal Researcher,
UW-M, Center for Urban Community Development
© August 1993

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ACKNOWLEDGMENTS

This report would have never been possible without the assistance of the individuals who gave of their time to serve as evaluation team members. My appreciation goes to the those involved with this evaluation during Phase I, Spring 1992,

Margarite Guy
Kathy Bloom
Ann Oldham
Ron Meier
Federico Zaragoza
Dennis Schumacker
Fernando Delgadillo
Dan Grego
Marcia Stein
Joan Lepresti
Nancy Anderson
Michael Coates

and to those involved with Phase II, Spring of 1993.

Carol Brill
Ann Oldham
Zakiyah Courtney
Belinda Pittman
Dan Grego
Stephanie Ortiz
Akira Gamblin
Paula James
Doris Wallace
Steve Moss

Bill Hinsenkamp was unable to remain with the teams because of work commitments, but was helpful in getting us student data from MPS' main data-base.

My appreciation also goes to Eva Morris (who transcribed all the interviews), Akira Gamblin (for his valuable research assistance), to Miguel Soto (for assistance with data input and library research), to Eva Mack (for her editorial assistance), and to the staff of the UW-M Center for Urban Community Development.

Finally, special thanks to Mr. Fermin Burgos and the staff of the Department of Alternative Programs for their assistance in getting needed information, and for their patience.

Tony Báez,
Author and Principal Researcher,
August 1993

Final Report: An Independent Evaluation of MPS
Alternative and Partnership Schools, Spring 1993

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ABSTRACT

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Phase I of this evaluation was commissioned by the Milwaukee Public Schools in March of 1992. Phase II was commissioned in March of 1993.

There was a dual purpose to this evaluation:

(1) to provide school district officials with a qualitative *description* of the MPS alternative and partnership school network to help improve the scope and quality of educational services to at-risk students assigned to these schools, and

(2) to provide the school district with a critical, no-nonsense qualitative *assessment* of each of the programs evaluated to determine their viability.

Eighteen (18) partnership schools and 9 MPS alternative schools were evaluated between March 1992 and May 1993. A report on Phase I of the evaluation was reviewed by the MPS Board during the fall of 1992. The current report brings together the findings of both Phase I and II, examines the major themes and issues flowing from the data collected, provides brief profiles of the schools evaluated and appropriate supportive data-tables and charts, and makes recommendations.

A few of the findings and conclusions of this evaluation are summarized below:

1. This evaluation strongly suggests the need for a major change in the school district's mission and philosophy of alternative/partnership programs. There is neither a rational nor educationally sound philosophy to guide the operation and funding of these schools. An immediate re-structuring of alternative education is urged upon the school district.

2. MPS needs to treat its network of alternative and partnership schools as a "complementary system of schools" which can provide MPS students --if adequately supported and supervised-- with quality and hopeful educational alternatives. At-risk students, in particular, would be better served if they had access to alternative programs designed and operated as "true" educational alternatives and not as "safety valves" for MPS traditional schools.

3. There are MPS alternatives and partnership schools that are sound educational institutions. In these schools there is a real sense of "family;" students are truly engaged in meaningful and challenging educational activities; and they are provided helpful supportive services. These schools reflect in their practices most of the ***"Seven Essentials of***

Effective At-Risk Programs" included with this report as *Appendix G*. Generally, these schools are found among the group of top scoring schools shown in Appendix A-2. The "good" and "excellent" alternative and partnership schools identified during this evaluation are proof that the *"system"* of alternative and partnership schools is viable and should continue to be supported.

4. However, the survival of the *"system"* is highly dependent on the willingness of the MPS Board and the Administration to "purge" from it those schools and/or programs that are not working for at-risk or any other group of students: schools and programs that may be causing more harm than good. These schools and programs reveal more than a few of the "characteristics of deficient schools" found in **Appendix I**.

5. MPS cannot afford to wait on poor and ineffective alternative/partnership schools another day or another year. It needs to act promptly to dismantle its own ineffective alternative schools, and should end its contracting with ineffective partnership schools. Ineffective alternative programs are clearly a waste of resources. More than $3 million dollars a year goes to support them (see Appendix A-2). They are places that destroy the confidence of young people in public educational institutions. The vast majority of students who attend ineffective alternative/partnership schools are being set up for future failure in education, employment, and life. To allow this to continue is an educational travesty, as well as race- and class-based discriminatory public policy.

6. To maintain its network of more than 30 alternative/partnership schools MPS needs to adequately staff and support its Department of Alternative Programs. In turn the Department needs to significantly expand its involvement with and its monitoring of existing programs. A new major thrust of the Department should be the development of an effective and appropriate program of staff development for all staff associated with alternative and partnership programs. The Department needs to designate adequate resources for this purpose, even if this involves reductions in contracting with community-based alternatives and trimming staff in MPS alternative programs.

7. We live in a time when public schools are under legitimate public scrutiny for their failure to adequately prepare our young for the Twenty-first Century. It is good public policy to send a strong message to Milwaukee's community that MPS will not stand for ineffective schools within its midst or among its community-based partners. This report recommends that a first step in this direction is to terminate poor programs and to place a moratorium on the funding of new alternative and partnership programs until the MPS administration develops a plan to substantively and qualita- tively improve all schools already in the system --both, those that are performing well and those which have the potential to do so. Such a plan should receive full MPS Board attention and support.

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REPORT ON THE INDEPENDENT EVALUATION OF MPS ALTERNATIVE AND PARTNERSHIP SCHOOLS, 1992-1993

INTRODUCTION

In March of 1992 the Milwaukee Public Schools (MPS) commissioned an evaluation of eleven of its community-based *partnership* schools. An evaluation report was submitted to the MPS administration in July of that year. A year later, in March of 1993, the MPS Board commissioned a continuation of the evaluation. Phase II included all other MPS community-based partnerships and all internal-to-MPS *alternative* schools. The overall purpose of this evaluation was to assess the quality and effectiveness of the educational services offered to at-risk students at non-traditional MPS alternatives and community-based partnership schools.

This report consolidates the policy themes that emerged from both Phase I and II of the evaluation, provides brief individual reports and data on each of the MPS alternative and partnership schools evaluated, and makes programmatic and policy recommendations. It is submitted to the Director of the MPS Department of Alternative Programs by Mr. Tony Baez, Principal Researcher and currently Faculty Associate with ***UW-Milwaukee's Center for Urban Community Development (CUCD),*** in compliance with contractual obligations.

To protect the privacy of the students, parents, and staff, interviewed, this report will not identify by name the schools evaluated. Rather, each community-based partnership and MPS alternative school has been assigned a letter code from the alphabet ranging from A through AA.

This report includes the following sections:

1. Pertinent facts relative to Phases I and II of this evaluation.
2. Some background information on alternative schools in Milwaukee, *Wisconsin's Children At-Risk Legislation*, and MPS At-Risk Programs.
3. A discussion of the evaluation design and methodology.
4. An examination of the major ***themes*** that emerged from the observations and notes of the evaluators who participated in the site-visits, from school baseline data reports and program "outcomes" data of schools evaluated, and recommendations on programmatic and policy matters.
5. Brief profiles of the schools evaluated. The ***profiles*** include a brief discussion of observations made by team members during the site-visits and recommendations on program and policy matters. With the profiles are included a table containing school specific "outcomes" data and a graphic representation of various data from this table.
6. Nine appendices which must be cross-referenced with the principal text of the report:
    a. **Appendix A**: Summary data tables on all MPS alternative and partnership schools evaluated during Phase I (Spring 1992) and Phase II (Spring 1993).

b. Appendix B: Scores on the "Success Factors Grid"[1] and a related chart for partnership schools evaluated during Phase I.

c. Appendix C: Scores on the "Success Factors Grid" and a related chart for partnership schools evaluated during Phase II.

d. Appendix D: Scores on the "Success Factors Grid" and a related chart for MPS alternative schools evaluated during Phase II.

e. Appendix E: A table of 1992-93 "outcomes" data reported by all MPS alternatives and partnership schools evaluated.

f. Appendix F: ***"Notes on Concerns and Major Themes Raised By Evaluators and the Research Findings, Phase II of the Evaluation, Spring 1993."***

g. Appendix G: ***"Seven Essentials of Effective At-Risk Programs."*** [This appendix describes seven activity areas that emerge from the research literature as contributing to successful programs for at-risk youth.]

h. Appendix H: ***"The Good Common School Vision"*** [Ten universal student entitlements for the restructuring of schools proposed by the National Coalition of Advocates for Students (NCAS).

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[1] The report on Phase I of this evaluation included a grid of 51 factors associated with successful activities in partnership schools. The "success factors" were constructed by describing successful activities flowing from the analysis of the data collected during Phase I and matching these to variables of program effectiveness found in the research literature on programs directed at at-risk students. Throughout this report the grid will be referred to as the "Success Factors Grid." For consistency, both MPS alternatives and partnership schools evaluated during Phase II were also rated on the grid. Later in this report, the process of designing the grid and its use will be described in more detail.

i. Appendix I: *"General Characteristics of Deficient Alternative Schools."* [During site-visits, evaluators noticed certain practices which they felt contribute to poor quality or deficient programs. These are delineated in this appendix.]

PERTINENT FACTS

1. As stated earlier in this report, Phase I of this evaluation began in March of 1992 at the request of the MPS Department of Alternative Program Monitoring and Development. During Phase I, only the eleven (11) partnership schools with the longest tenure in the MPS partnership schools' network were evaluated.[2] Mr. Tony Baez, acting as a consultant to *La Causa, Inc.*, a Milwaukee community-based agency that was awarded the contract for the evaluation, coordinated the implementation of the research design, analyzed the data, and wrote the final report and recommendations.

2. The final report on Phase I of this evaluation was reviewed by the MPS Board during its October 1992 round of committee meetings. In February 1993, the Board commissioned the Principal Researcher to continue with Phase II of the evaluation.[3] In addition to authorizing the evaluation, the Board requested that a

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[2] There are 9 MPS alternatives and 19 community-based partnership schools. As stated above, 11 partnership schools were reviewed during Phase I of this evaluation. Phase II includes the 9 MPS alternatives and 7 of the remaining partnership schools. One partnership school was not evaluated because it became active late into the Spring 1993 semester.

[3] The contract was awarded to UW-Milwaukee's Center for Urban Community Development, where Mr. Tony Baez is employed as a Faculty Associate.

preliminary report be prepared on the general findings of the evaluation, and that it be received by the Board in time to influence budget decisions associated with the funding of alternative programs for FY 1993-94.

3. After the Board's February action, several meetings were held between the Principal Researcher and MPS officials. It was agreed that, consistent with Phase I, Phase II would follow a qualitative evaluation approach and include in its scope seven (7) partnership schools and nine (9) internal-to-MPS alternative schools.[4] It was further agreed that the final report would include "outcomes" data on alternative programs collected by MPS for the 1992-93 academic year.

4. Evaluation activities for Phase II began in late March of 1993. Site visits were conducted from March to May.

5. A preliminary "summary report" was submitted to the Department of Alternative Programs in mid June. During the month of July the MPS Director of Alternative Programs met with all the schools evaluated to advise them of the evaluators' and of their funding recommendations for the 1993-94 academic year. Participating schools were given the opportunity to submit comments and/or reactions to the parts of the report which related specifically to them. In its July 28 meeting the Board received the preliminary report and acted on the funding recommendations of the MPS Administration, but did not discussed the preliminary report. The Principal Researcher was informed that the Board would wait until this final report reaches them to engage a full discussion of its findings and recommendations.

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[4] **SER, another school in the partnership network, was not included in this evaluation because they did not begin operations until the middle of the Spring 1993 semester.**

SOME BACKGROUND ON ALTERNATIVE SCHOOLS, WISCONSIN'S CHILDREN AT-RISK LEGISLATION AND MPS PROGRAMS FOR AT-RISK STUDENTS

The study and evaluation of MPS alternative and community-based partnership schools must be framed within the context of the historic evolution of these schools in Milwaukee, the enactment of *Wisconsin's Children At-Risk Legislation* (Wisc. Statutes 118.153) and the rules and regulations set forth by the state's Department of Public Instruction on the implementation of this law, and related MPS Board policies. The final report on Phase I of this evaluation provided a more detailed analysis of these relationships.

Alternative schools emerged in Wisconsin during the late 1960's and early 1970's following a national trend that had created a multitude of educational options outside of traditional education for youth. As with alternative schools in other parts of the country, Milwaukee's alternatives were community-based, non-sectarian and self-supporting. Some were directed at the needs of particular ethnic/racial minorities, however most were socially and racially integrated. Most early alternative schools served young people who are today described as "at-risk", but their educational programs were not driven by the at-risk themes of today. Many features made them *alternatives* to traditional schools. Among these was their enthusiasm for and commitment to the democratization of education. In addition, they had staff who acted as both teachers and advocates of children, a curricula which was often very different from traditional schools in content and delivery questioning as they did the hidden assumptions of schooling (Illich, 1977), the fact that youth chose to attend these schools --often over the objections of school district officials-- and the fact that they were small in size, personable and had a "family" atmosphere. By the end of the 1970's only a few of the original Milwaukee alternative schools were left; the rest had closed mostly because of lack of resources.

During the early 1980's the few non-sectarian alternative schools left in Milwaukee found some financial support in state and federal programs aimed at *disadvantaged* youth. In 1985 alternative education gained new meaning with the passage of *Wisconsin's Children At-Risk Legislation*. The Act recognized that public schools were failing a significant number of at-risk children and must therefore work in collaboration with the communities they serve to provide meaningful and effective educational options for youth who cannot function well in traditional school settings.

By this time MPS had a tradition of offering alternative services within the school district. It had developed a multiplicity of city-wide specialty schools and specialty programs within traditional schools as a result of its court ordered race desegregation program. MPS had also recognized the importance of providing educational options outside of the "system" by contracting for educational services with Milwaukee's network of community-based alternative schools. Under the new authority and resources of the *Children At-Risk Legislation*, MPS was able to extend its contracting with community-based alternatives, which it began to call *"partnership schools"*. As the number of at-risk students increased, MPS invited other community-based organizations to develop "alternative" programs; it also expanded its own.

Ever since the passage of the *Children At-Risk Legislation* the Milwaukee community-based partnerships have been generally treated as placement sites for the school district's at-risk youth. This practice has forced those community-based alternatives that existed long before the enactment of the at-risk legislation to shift from being "choice" alternatives to schools which operate as MPS "last chance" programs.

Further confusing the role of community-based alternatives, MPS now also contracts with partnership schools for the provision of educational services to students "re-assigned out" of traditional schools because they have violated the school district's *"Discipline Policy,"* becoming known as chronic disrupters and violators of the "no-weapons" policy.

The full meaning and impact of this specific MPS policy on alternative education is beyond the scope of this report. However, this evaluation has identified many problems associated with the practice of grouping at-risk students with violators of the *Discipline Policy*. The combining of these two categories of students clearly adds to the perception held by MPS staff, students, parents, and the community that alternative schools are places for *"problem"* youth and *"dumping grounds"* for "*bad kids*." As a matter of policy, MPS will need to address this issue soon, if it is to remain faithful to the statutory intent of Chapter 118.153, and if it is to protect partnership and alternative schools which strive to truly provide quality "educational options" and "alternatives" for youth that don't "fit" in traditional schools.

Management and Organization of the MPS Alternative Programs

The MPS "system" of alternative programs (internal and external to the school district) is managed and supervised by the MPS Department of Alternative Programs. At any given time, this system may enroll close to 3,500 at-risk and discipline sanctioned students. The "system" also hires approximately 300 full- and part-time staff, and spends about $12 million annually.

Over 30 alternative schools are associated with the network, many with more than one alternative program. The "system" is comparable to a small urban school district made distinct and complex in its needs by the population it serves: urban, poor, predominantly minority children, at-risk of not completing their schooling, and/or displaced by traditional schools because of unacceptable behavior. In spite of the enormity of its charge, there are only 4 professional and 3 office support staff associated with the Department of Alternative Programs.

An **Alternative Program Information Center (APIC)** --housed in one of the alternative school sites-- has provided data collection and maintenance support to the Department of Alternative Programs and the partnership schools. To date A.P.I.C. works only with partnership school data. A.P.I.C. also consults with at-risk coordinators in district schools in order to make appropriate referrals for students.

In addition to the Department of Alternative Programs, the Division of Student Services may also re-assign violators of MPS discipline policies to MPS alternative and partnership schools. Based on an annual projected number of students in need of behavioral re-assignment, and a projection of the expected number of "expelled" students per academic year, the Division of Student Services designates "seats" that are kept "open" for students that need to be re-assigned outside of traditional schools. Partnership schools that accept discipline re-assignments are compensated --via the same contract-- for such "seats" in an amount equal to that paid for at-risk students. During the 1992-93 academic year, approximately 24% of the "seats" in MPS alternatives, and 17% of those contracted out to the partnership schools evaluated, were classified as "Reserved for Student Services Assignments."

Alternative and Partnership Programs

As background for the general findings of this evaluation, a brief discussion of the overall status of MPS alternatives and partnership schools follows.

MPS Alternatives

As stated earlier, MPS has had its own alternative programs for grades 4 to 12 for many years. These are funded and staffed at the same levels as all other MPS schools. Additional resources are often added from funding sources external to MPS. For example, some of the nine (9) MPS alternative schools evaluated have more than one educational program for at-risk and behaviorally re-assigned students under the MPS Discipline Policy. In one school, evaluators found as many as seven different programs, including a program directed at exceptional education students.

MPS *alternative programs* began as an effort to provide youth with more flexible scheduling and academic remediation. Gradually, they have become schools for students who have misbehaved or who are at-risk of not completing their academic program. In theory, students choose to attend an MPS alternative. In reality, as this evaluation found, a student is given little choice but to accept an assignment to an MPS, or a community-based alternative, once a traditional school has recommended a transfer out. Similarly, most of the teachers and administrators in these schools have been placed at these sites after they were "bumped" or "excessed" from traditional schools. Newly hired teachers are also increasingly being assigned to MPS alternatives. While instructional and support staff in these schools have more programmatic flexibility than in traditional schools, their activities, assignments, and evaluations are still determined by the school district's contract with the Milwaukee Teachers Educational Association (MTEA).

MPS data for April 1993, when most of the school visits took place, show that the 9 MPS alternatives evaluated had the capacity to serve 1,545 students, but operated at 89% of their capacity, enrolling approximately 1,371. Of those enrolled, 326 (24%) students were chronic disrupters or behavioral re-assignments made by the Division of Student Services.[5] During April alone, attendance at MPS alternatives ranged from a low of 48% to a high of 86%. During the site-visits, evaluators observed daily attendance that ranged from a low of 16% in one school to a high of 81% in another, with a median attendance of 39% (see Appendix A-6).

MPS data for the Fall 1992 semester[6] show that MPS alternative schools are perfectly gender balanced. However, approximately 73% of students are of a racial minority background (see Appendix A-7). These schools count approximately 145 full- and part-time staff members, 41% male and 59% female, 49% of whom are members of racial minorities (see Appendix A-8). The cost of operating these 9 schools is approximately $6 million per year (see Appendix A-9). If the costs for infrastructure maintenance are added, e.g. cost and maintenance of buildings and other facilities occupied, and student transportation, the *real* cost of running these schools is much greater than $6 million.

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[5] Enrollment data referenced throughout this report may at times appear inconsistent. This is because data cited may be for different time periods (i.e., Fall 1992 semester, different months of the year, etc.). The reader should be mindful that enrollment in alternative programs is highly fluid; it changes as fast as programs change, or whenever students are added or dropped from programs.

[6] Fall 1992 student data was used whenever Spring 1993 data was not available. Whenever this is the case, it will be so noted.

Partnership Schools

Partnership schools have become a critical, if not indispensable, component of the MPS educational delivery system. This is generally a consequence of increases in the population of at-risk students during the past few years[7] and increases in the number of students sanctioned for unacceptable behavior under the new *MPS Discipline Policy*.

Last year, these factors prompted MPS to prepare for an increase in the number of alternative and partnership school "seats" needed for the 1993-94 academic year. To meet this need, MPS shifted to a *Request for Proposals* (RFP) process as the means by which partnership schools would be funded. It was expected that the new process would increase the number of Community-Based Organizations (CBOs) interested in providing educational services to at-risk and behaviorally sanctioned students. Five new partnership schools began operating in the fall of 1992.

Under Chapter 118.153, a typical contract between MPS and its partnership schools provides for a per pupil compensation to the *"service provider"* equal to 80% of the school district's per pupil expenditure. During the 1992-93 academic year this amounted to about $5,040 per student. The current contractual arrangement with the partnership schools also requires that at least one teacher at the site be an MPS, DPI certified teacher.[8] Additional staff are hired by the collaborating partnership school with funds generated by their MPS contract. MPS also assigns part-time support staff to the partnership school (i.e., a Social Worker and a Psychologist). A supervisor from the Department of Alternative Programs monitors curriculum implementation and evaluates the MPS teacher(s).[9] MPS generally supplies textbooks. Educational programs in MPS partnership schools span grades 4 to 12.

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[7] MPS estimates put the at-risk student population for the 1992-93 academic year at 15,073. About 80% are non-white students.

[8] The cost of the MPS teacher may or may not be included in the partnership school contract. Fringe benefits are covered in full by MPS. Other instructional staff hired by the sponsoring agency/CBO need not be state certified.

Educational and contract performance of MPS partnership schools is measured against six general indicators: (1) attendance rate; (2) enrollment; (3) transfer of participants to other educational programs (positive outcomes); (4) retention (i.e., continuing enrollment); (5) Diploma attainment; and (6) negative terminations. Under state statutes, secondary level programs for at-risk students must ensure that the average daily attendance is at least 70%; that at least 70% of students in partnership schools are retained throughout the school year; that 70% of seniors earn a high school diploma; and that at least 70% of their students show significant improvements in reading and writing. As an outcome of Phase I of this evaluation, all partnership schools are now required to offer full-day programs.[10]

MPS data for April 1993, when most of the site visits took place, show that the 18 partnership schools evaluated during Phase I and Phase II had an aggregate capacity of 978 seats, functioning at 97% of their capacity, enrolling approximately 948 students. About 96 (10%) of these students were behavioral re-assignments.

April 1993 average attendance at the partnership schools ranged from a low of 15% to a high 84%. During the site visits, evaluators observed daily attendance that ranged from a low of 26% to a high of 80%, with a median attendance of 60% - 21% higher than MPS alternative schools for the same period (see Appendix A-6).

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[9] There are only two MPS supervisors assigned to the 19 MPS partnership schools.

[10] It is important to note that MPS has the authority to end its contract with partnership schools that do not live up to these standards. In spite of this, evaluators found that 6 of the 9 MPS alternatives offered only half-day programs, thereby often failing to meet these standards with no consequence.

MPS demographic data for the 1992 Fall semester[11] show that females outnumbered males in these schools (57% females, 43% males). Racial minorities constituted 85% of their enrollment, and 13 of 17 partnership schools evaluated have a racial minority enrollment of more than 75% (see Appendix A-7). These schools count approximately 166 full- and part-time staff members, 63% female and 37% male. Approximately 61% of them are members of racial minorities (see Appendix A-8).

The cost of maintaining these 18 partnership schools is slightly under $5 million. This amount does not include funds to either the partnership school not included in this evaluation, or the adjudication centers run in collaboration with the Milwaukee County and other agencies (see Appendix A-9).

As noted above, prior to the enactment of Wisconsin's Children At-Risk Legislation some Milwaukee community-based partnership schools functioned as real schools of "choice." In Milwaukee, only a few of these schools still decide who they admit in their programs. At least 80% of the schools in the partnership network admit whomever MPS *assigns* to them. This evaluation found that, when matched against the research literature on alternative education (e.g., Gregory, 1988; Wheelock and Sweeney, 1989; Wehlage, et.al, 1989; Raywid, 1990;) only 7 of 19 partnership schools offer a true *alternative* and reform model with curricula differing in content and delivery from that offered in traditional MPS schools. The rest of these programs are designed to *serve*, remediate, and change the behaviors of at-risk and misbehaving students.

Charts depicting some of the data discussed in the subsections above are included immediately after this section.

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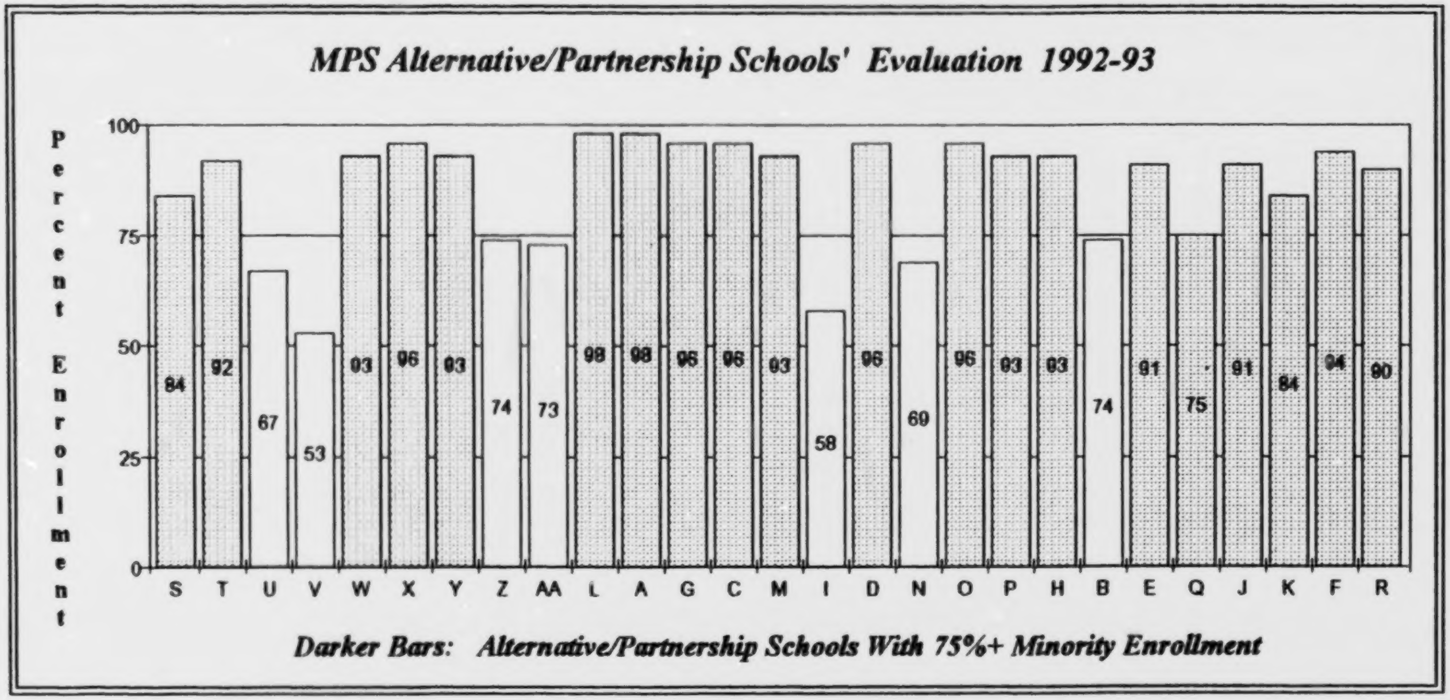
[11] Fall 1992 student data was used whenever Spring 1993 was not available. Whenever used, it will be so noted.



MPS Alternative/Partnership Schools' Evaluation 1992-93

Darker Bars: Alternative/Partnership Schools With 75%+ Minority Enrollment

In the table above, the darker bars represent alternative and partnership schools with a 75% or higher non-White student population. The White bars represent alternative and partnership schools with less than 75% minority enrollment. Approximately 80% of all students enrolled in alternative and partnership schools are of a minority racial/ethnic background. Twenty (20) of the 27 schools evaluated have anywhere from 75% to 98% minority background. This fact raises concerns relative to "second generation" discriminatory segregation of racial/ethnic minority students. It should be noted that minority staff represent less than 25% of the MPS staff and about 55% of the staff in alternative and partnership programs. MPS must be mindful that operating racially segregated academically substandard schools for at-risk minority students is contrary to 14th amendment equal educational opportunities requirements. Quality community-based education, and the good alternative programs identified during this evaluation are endangered when academic and racial inequalities are not addressed.

file: chart-#1.wpd Copyright June 1993, Tony Baez, UW-M Center for Urban Community Development

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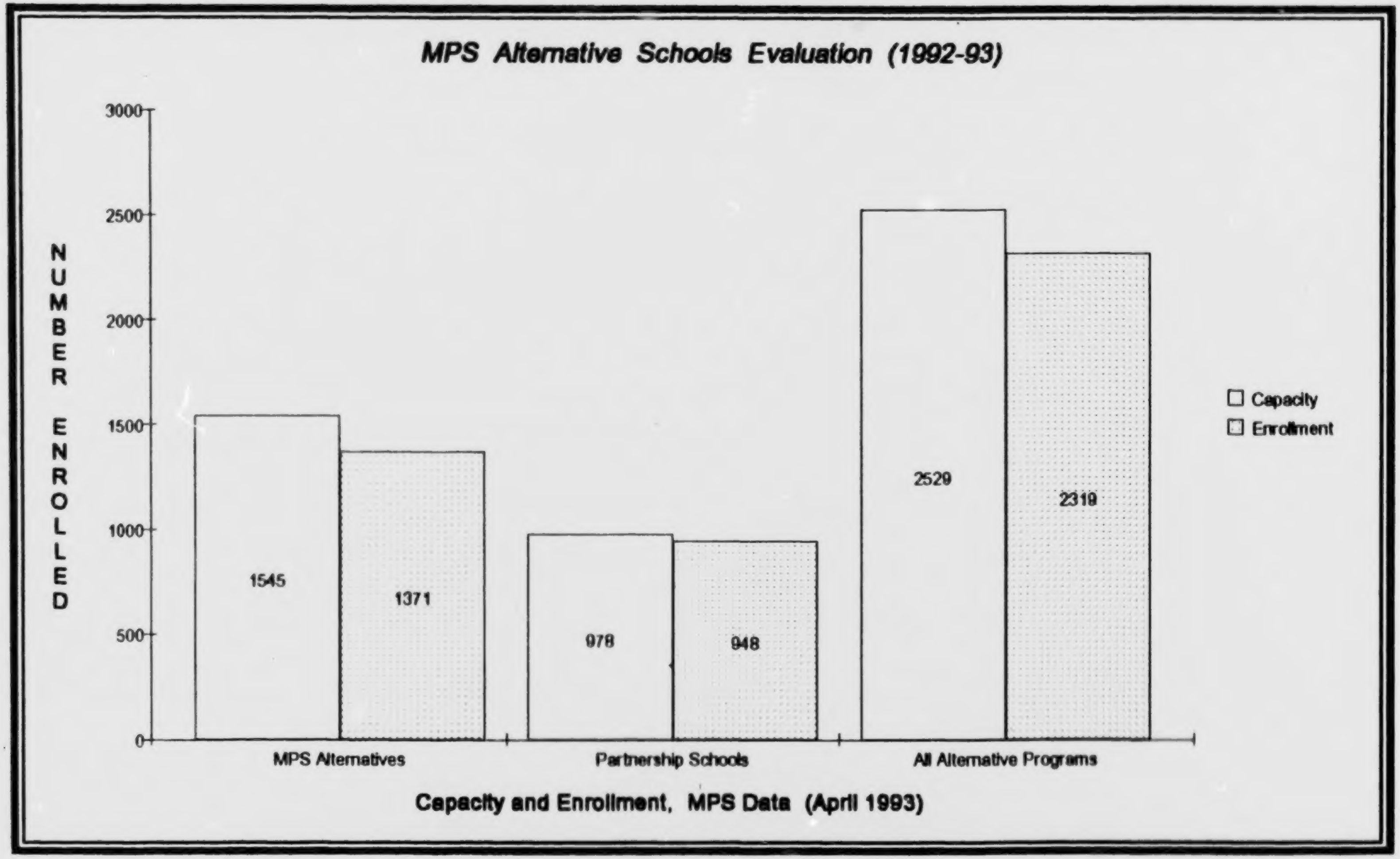

MPS Alternative Schools Evaluation (1992-93)

Capacity and Enrollment, MPS Data (April 1993)

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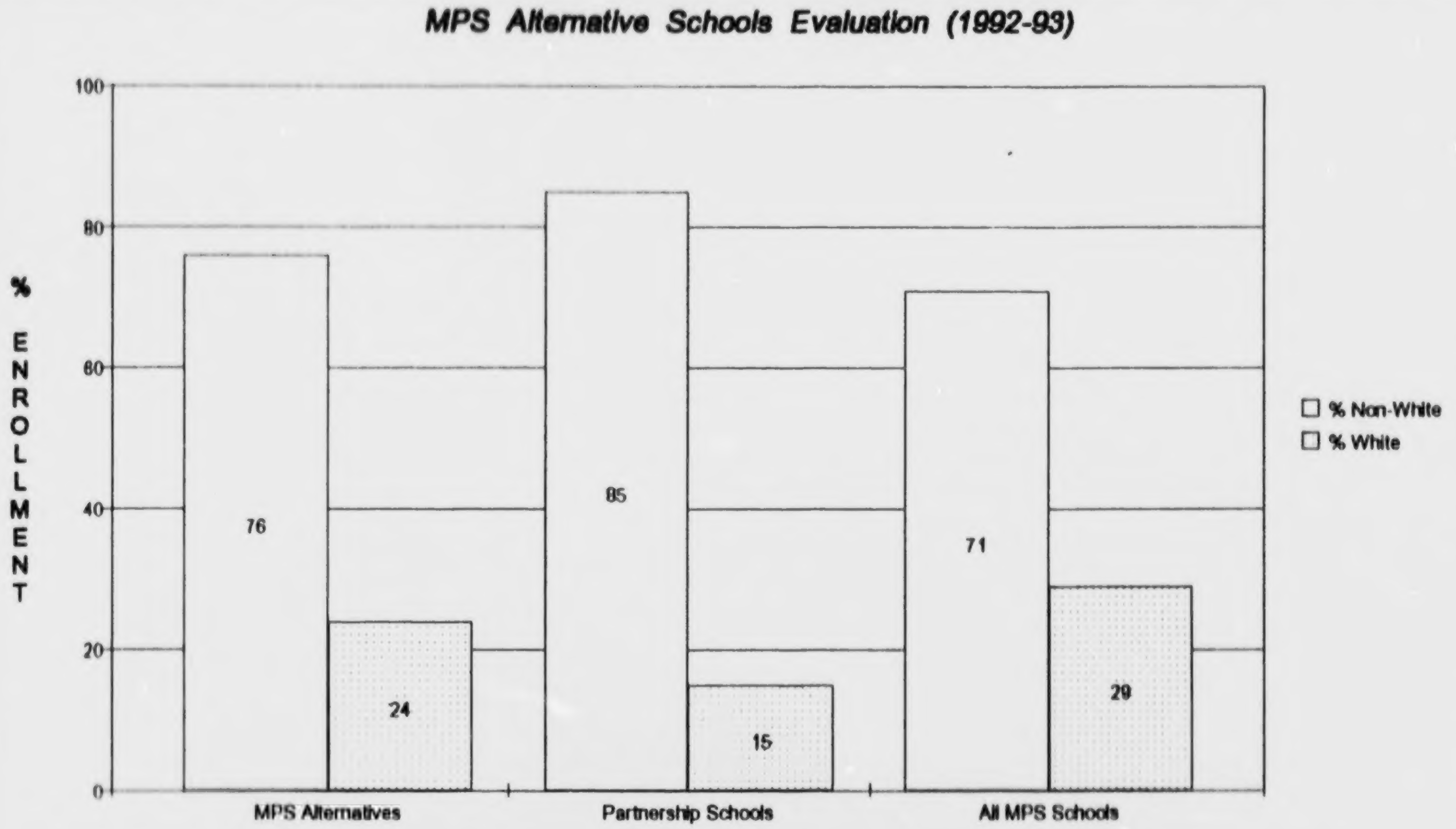

Student Demographics: Alternatives, Partnerships, All MPS Schools (Fall 1992)

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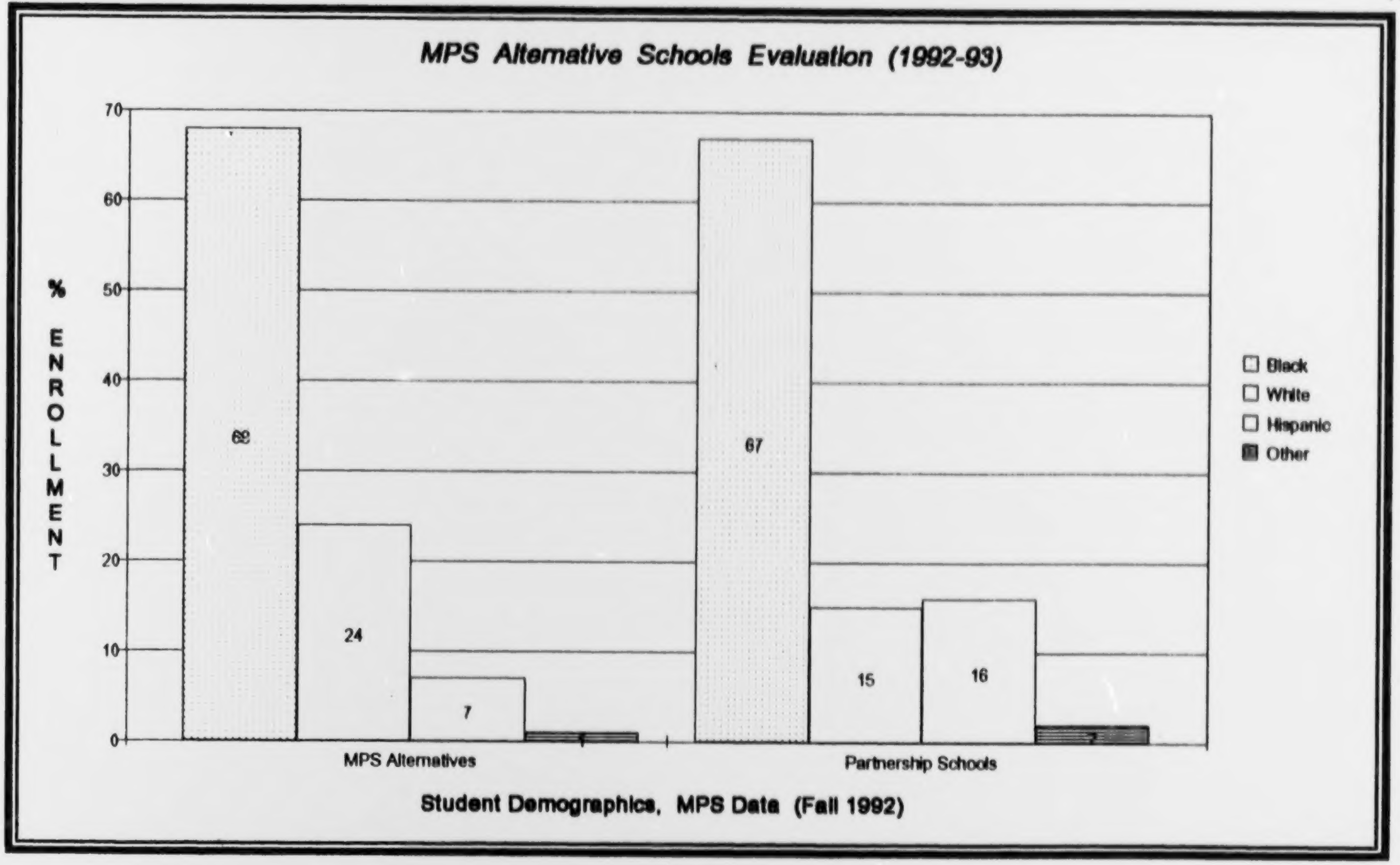

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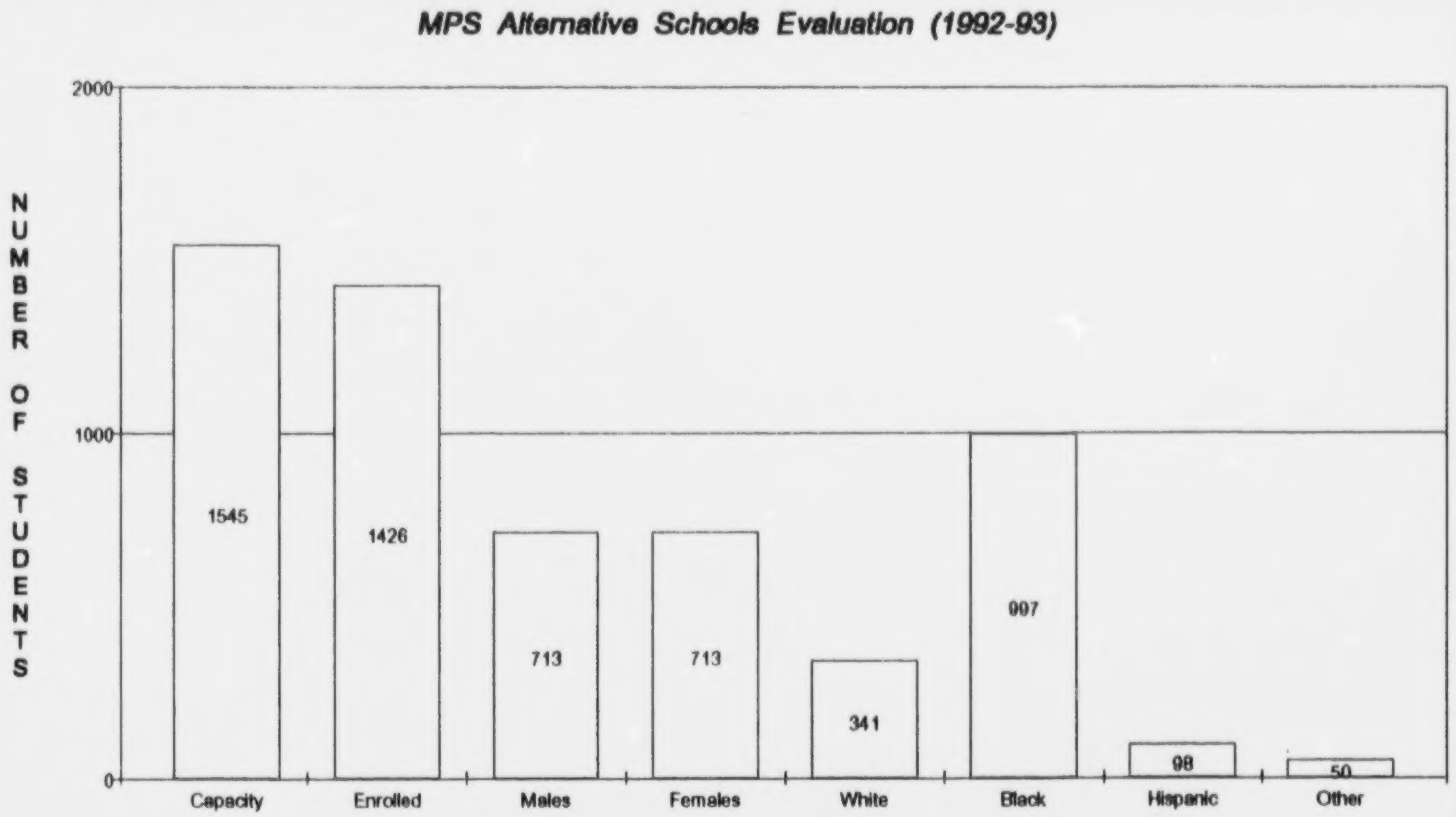
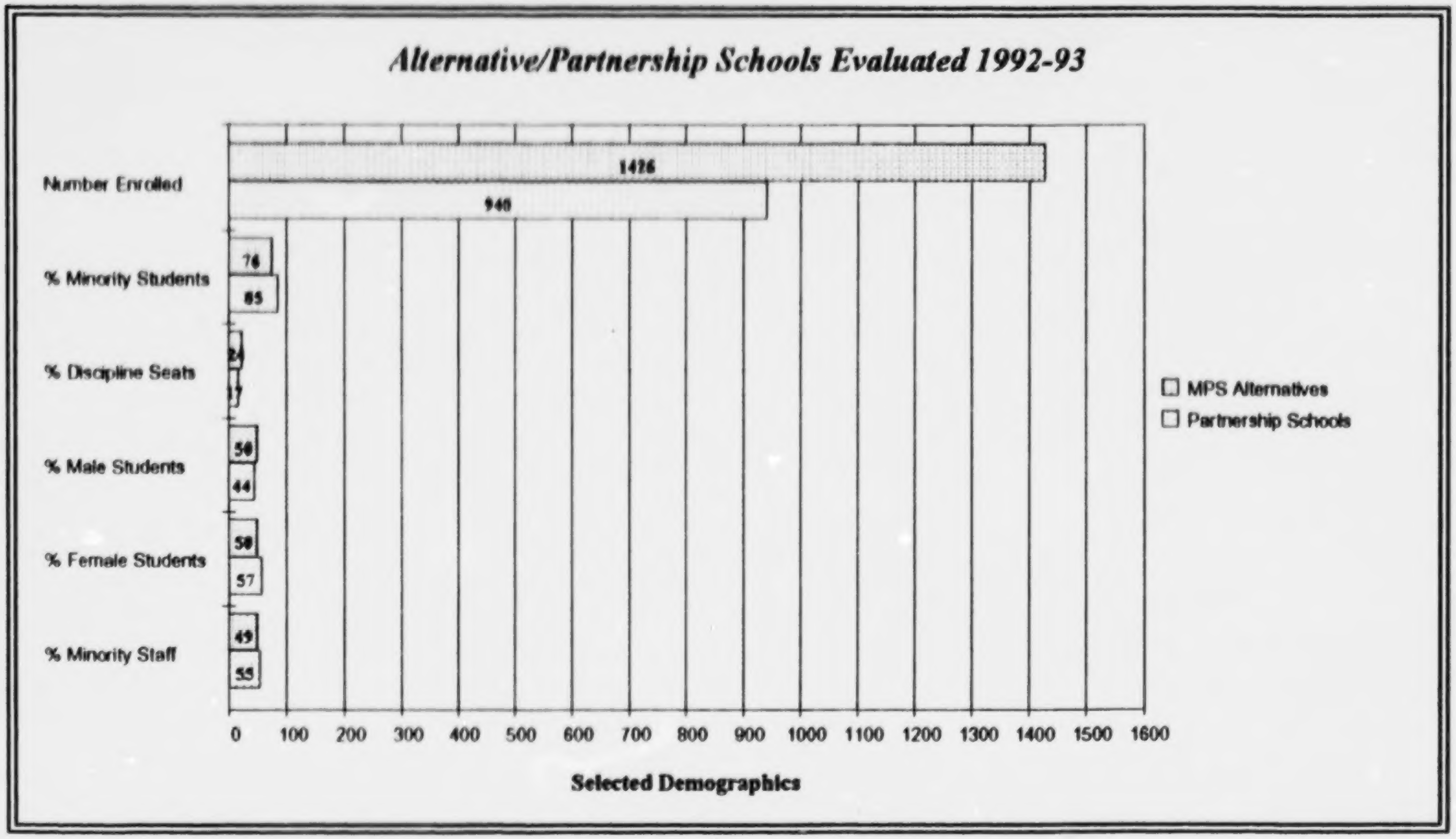


Student Demographics: Capacity and Enrollment (Spring 1993)



The chart above shows selected Fall 1992 demographics for students and staff in both MPS alternative and partnership schools. It should be noted that there are less students in partnership schools, and less students assigned to them because of disciplinary action; there are more girls than boys at the partnerships; and, there is a higher proportion of minority staff in the alternative/partnership network than in the MPS system. The higher proportion of girls in the partnerships is a function of three schools that cater primarily to girls. These schools are among the most successful partnerships. They also have high enrollments. MPS spends about $6 million in its internal alternatives and $5 million on the partnerships. The figure for MPS alternatives underrepresents costs because the total value and maintenance of the 8 buildings they occupy is not factored in.

File: chart-#6.wpd Copyright June 1993, Tony Baez, UW-M Center for Urban Community Development

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WHY A QUALITATIVE EVALUATION OF MPS ALTERNATIVE/ PARTNERSHIP PROGRAMS

During the Fall 1991 round of MPS Board Committee meetings, Board members questioned the usefulness of previous alternative program evaluations. Generally, these were limited to reporting on selected outcome indicators (i.e., the number of students assigned and served by alternative programs, their average monthly attendance, how long students are retained in the system, graduation rates, performance on district competency tests, etc.). Some Board members felt that such evaluations failed to assure them and parents that at-risk children in alternative/partnership settings are not the recipients of a second class system of education.

During the 1991-92 budget approval process, Board members also noted that approximately $4 million dollars were being spent annually on community-based partnership programs and a much larger amount on MPS alternative schools. Because of the size of this investment, some Board members felt they could no longer continue to uncritically approve funding for these programs, and requested that this evaluation provide them with insights to inform their actions on future alternative program funding.

Immediately after the passage of the *New MPS Discipline Policy*, some MPS observers intimated that MPS staff would be quick to use the policy to displace any youth who misbehaved to an alternative program. Alternative program directors were particularly interested in this concern being further explored.

The call for this qualitative evaluation came from these discussions.

FOCUS AND METHODOLOGY

Qualitative Approach

There was a dual purpose to this evaluation:

(1) to provide school district officials with a qualitative *description* of the MPS alternative and partnership school network to help improve the scope and quality of educational services to at-risk students assigned to these schools, and

(2) to provide the school district with a critical, no-nonsense qualitative *assessment* of each of the programs evaluated to determine their viability.

To accomplish these broad purposes this evaluation drew from qualitative methodologies in the tradition of Miles and Huberman (1984), Goetz (1981), Glazer and Strauss (1970), Le Compte (1982), Yin et al, 1978, and Cook and Campbell (1984). During both phases of the evaluation, evaluation teams collected a wealth of qualitative data via on-site observations, informant interviews, and observations on the culture of interaction between students and staff, and students and school environment. Interviews were also conducted over the phone with a representative sample of parents from each school evaluated. Although quantifiable "outcomes" and performance measures were analyzed, the central source of data were the individual and composite perceptions and written observations of the evaluators who visited the schools, reviewed records, and interviewed students, staff and parents. Transcripts of the interviews were studied to help validate or invalidate evaluators' perceptions and observations. These were then matched against the standards set by *Wisconsin's Children At-Risk Legislation*, along with the elements of effectiveness found in the research literature on successful at-risk programs and viable alternative schools.[12]

Extensive discussions were held among team members at the end of each phase of the evaluation. The themes which emerged from these discussions were re-stated in the form of program and policy issues for MPS to consider during its future deliberations on alternative programs. Finally, each evaluator participated in rating each school they'd visited using an instrument ("Success Factors Grid") designed to record and rate their perceptions of variables which have been correlated with successful alternative programs.

Performance and baseline data were also collected on each MPS alternative and partnership school. Baseline data included the individual school's history of educational involvement in the community, its governance and policy-making practices, its capacity to deliver alternative educational services, the characteristics of its student body and staff, its facilities and financial resources, and its track record of educational effectiveness with at-risk students.

The evaluation teams were each composed of MPS staff representatives, a CBO staff representative, educational consultants, and a student. They were well balanced in terms of individuals with educational expertise and knowledge of community-based and alternative education. The ethnic/racial and gender composition of the teams during Phase I was as follows:

3 African American Females
1 African American Male
3 Hispanic Males
3 White Females
2 White Males

The ethnic/racial and gender composition of the teams during Phase II was as follows:

5 African American Females
1 African American Male
1 Hispanic Male
1 White Female
1 Hispanic Female
1 Asian Male
1 White Male

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[12] See, for example, Appendices G and H of this report.

Three (3) teams visited schools during Phase I and two (2) teams during Phase II. The role of each team is described below.

- ***Administrative Compliance Team***[13]

  This team collected data on the organizational structure of each school and its *alternative* program(s), personnel and operational procedures, adequacy of school to MPS reporting, students' Individualized Education Training Programs (IETP's), and, where available, reports or data generated by the school's self-evaluation systems. It also collected data on the fiscal reporting systems of each partnership school and its use of MPS funds, compliance with MPS administrative assurances and contract stipulations, and on compliance with building codes.

- ***Curriculum Compliance Team***

  This team collected data on compliance with DPI and MPS curriculum standards, with related contract stipulations, the adequacy of the alternative program's instructional design, and the qualifications (certification and preparation) of staff. The team also randomly reviewed students' IETP's and portfolios, and made observations on the adequacy of instructional materials and facilities.

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[13] It was not necessary to use this team during Phase II of this evaluation. Most of the data it collected on partnership schools during Phase I is now contractually required of all partnership schools before funding is approved by the MPS Board. DPI compliance is expected of MPS alternatives, and their fiscal records are subject to MPS accounting procedures. Some of the functions of this team were added to the **Curriculum Team** during Phase II.

- ***Organizational Culture and Ambience Team***

  This team made careful observations of the alternative and partnership school's ambience and "culture" which included student and staff relationships as they affect the delivery of educational services to at-risk students. Confidential one-on-one taped interviews were conducted with a random selection of students and staff at each participating partnership school using instruments prepared for this study. "*Focus group*" interviews were conducted with students. There was also random interviewing of the parents associated with each of the schools. Observations were also recorded on the adequacy of facilities and the adequacy and authenticity of the school's support for the program and its staff.

Instrumentation and Interviews

Instrumentation used in this evaluation generally followed methods delineated in Wehlage et al (1989), Miles and Huberman (1984), and Le Compte (1982) to ensure reliability of the data collected. Research questions were constructed by drawing from MPS administrators' objectives for alternative programs, objectives described in schools' and prospective schools' request for funding proposals, research literature on at-risk youth, and evaluators' experiences with alternative programs. Because of the unique purpose of this evaluation, research instruments used by the ***Administrative Compliance*** and ***Curriculum Compliance*** teams were customized to facilitate a review of compliance with Section 118.153 of the Wisconsin Code and other MPS regulatory policies. A **Class Observation Instrument** comparable to that used by district officials in traditional schools was also used. Instrumentation for the ***Organizational Culture and Ambience Team*** had a qualitative emphasis. They included a **Student Interview Instrument**, a **Student Focus Group Instrument**, a **Parent Interview Instrument**, a **Teacher Interview Instrument**, a **Support Staff Interview Instrument**, a **Director's Interview Instrument**, an **Ambience and Facilities Observation Instrument**, and the **Class Observation Instrument**. Questions and items in each instrument were designed with care to facilitate coding and cross comparisons, as well as validation of observations, when possible.

Data Collection and Analysis

The evaluation teams visited each site on separate days to ensure multiple sets of independent observations. Teams collected and summarized data at the end of each day. At the end of all site-visits for Phase I, the teams met for two long days to thoroughly review, compare and discuss their interviews, findings, and observations, and to make recommendations. At the end of Phase II, the teams met three full days for the same purposes. Detailed notes were kept of these meetings during Phase I, and transcripts of the discussions were kept during Phase II.

All completed instruments and written observations, including tape recordings of interviews, were submitted to the project's principal researcher at the end of each day for coding and transcribing. All transcriptions of interviews, baseline data on each of the partnership and MPS alternative schools evaluated,[14] reports and notes by team members of their visits, and notes on the teams' de-briefings are in the custody of the Principal Researcher.

More than 500 students participated in one-on-one or group interviews. Also interviewed were approximately 81 teachers, 55 support staff,[15] approximately 130 parents, and all partnership and alternative school directors.

A Final Note on Methodology: A Response to Critics of the Preliminary Report

Discussions among MPS Board members on the need for this evaluation were interpreted by both the MPS Director of Alternative Education and the Principal Researcher as a directive for a bold and honest report that would document how the evaluators *saw* the schools they visited, rather than one that just interpreted performance statistics. This provided a window of discretion for the Principal Researcher who directed evaluators to be fair, but critical and direct, in stating their perceptions. Thus, if most of the evaluators who visited a school left with a negative impression based on their observations of school ambience and culture, school administrative and curriculum practices, classroom practices, and interviews with students and staff, this ***composite*** perception was given greater weight in the final evaluation than the quantifiable performance data self-reported by the alternative/partnership school to MPS.

When the preliminary report was released to alternative school directors, a few took issue with the evaluation approach described above. From a "pure research" perspective there may be some legitimacy to their objections. But this evaluation was neither planned nor implemented as "pure research."

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[14] There were several partnership and MPS alternative schools which failed to submit the baseline data requested, submitted incomplete data, and/or which failed to provide evaluators with data requested during the site-visits. Some of the gaps in their data file were bridged with baseline data extracted from the files of the *Department of Alternative Programs*. In some cases the failure to submit the data requested may have slightly distorted how the school was scored on the "Success Factors Grid."

[15] Support staff included counselors, social workers, psychologists, program coordinators, classroom aides, security personnel, and others.

Some alternative school directors have argued that the preliminary report focused on the "negatives" and the "problems" of alternative schools. There is some truth to this. The MPS Board and the Administration were explicit about wanting to be advised --before the 1993-94 academic year began-- as to which programs were found to be in need of improvement and/or major changes, which should be considered for discontinuance, and what policy changes were needed to improve MPS support of at-risk students. Thus the report's focus on the problem areas.

However, the "good" and successful practices observed during the site-visits were also of great interest to evaluators. In fact, where observed, these were discussed extensively by evaluators and used as points of comparison with practices observed in other schools. Successful activities among partnership schools were discussed more extensively in the final report on Phase I of this evaluation. They are not discussed separately in this report, but they reveal themselves in the write-ups on alternative programs that were rated as *good* and *very good* by evaluators.[16]

Another concern raised after the preliminary report was released involves the use of the "Success Factors Grid" developed by the Principal Researcher during Phase I of the evaluation. The "grid" contains 51 indicators of successful activity within partnership /alternative schools. Most of these indicators emerged directly from the observations of evaluators, others came from the research literature on effective schools and successful programs for at-risk students. The first partnership schools visited were rated on the grid and so were all the schools visited during Phase

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[16] A recommendation made at the end of Phase I of this evaluation –which is of relevance for Phase II schools– was that MPS should ask university faculty and other researchers to further study the characteristics of the most successful alternative schools identified during this evaluation. Write-ups of these programs would be helpful to staff of other alternative schools.

II. Scoring alternative schools on this grid, from a "pure" research standpoint, is non-conventional and non-scientific. As with scoring practices on all "Likert-scale" type instruments, scores on the "grid" are a reflection of the subjective perception of the scorer. ***However, the "message" implicit in a low scoring on this grid is as valid as that contained in any other research measure.***

A few alternative program directors have argued that evaluators gave scores in areas where they had insufficient information. If evaluators rated a school low on most of the 51 factors, chances are they generally perceived that the school was not effective in living up to its promise of delivering quality services to at-risk students. Alternative programs that received low scores should view these as an indication of deficiencies that need to be corrected, regardless of whether the evaluators had all the supporting information the critics would have wanted them to review before they did their scoring.

A standard deviation was calculated on the aggregate scores to provide the MPS Board with a visual representation of their distribution. But, as noted in Appendix A-1 of this report, a school's aggregate score on the "grid" is but one indicator. The reader needs to review other data on a school to draw a more informed conclusion on its performance. It is significant, as can be seen in Appendix A-2, that most of the schools that scored low on the "grid" were also described by evaluators as in need of much improvement, several were also counted among those that MPS should consider for possible discontinuance.

A few critics of the evaluation process also argued that alternative school staff should have been consulted on the evaluation design, the construction of the questionnaires used during the interviews, and the selection of students to be interviewed. One MPS alternative school argued that they should have been briefed at the beginning and end of the visits so that they could clarify concerns or rebut findings.

These criticisms require a response.

The Principal Researcher and the MPS Director of Alternative Education met with representatives of the alternative programs prior to the evaluation to explain the purpose and process of the evaluation.[17] All schools received correspondence informing them of the evaluation process and requesting baseline data on their programs. Follow-up calls were placed to individual schools which had failed to respond to the baseline data requests. The Director of Alternative Programs personally responded to various inquiries on the evaluation process prior to and during the evaluation.

School directors were advised early in the evaluation process of the dates of the site-visits. They were called again the day before each visit to make sure they would be ready for the teams. All alternative schools knew that students, staff, and parents would be randomly selected for interviews. On the days of the site-visits, each team leader again explained to the alternative school director, and to the staff he/she chose to have present, how the interviews and ambience/classroom observations would proceed.

Evaluators did not hold exit meetings with the staff of each alternative school evaluated because confidentiality was promised to all persons interviewed and discussion of observations and interviews would have been compromising for some staff and students. Besides, in most of the schools evaluated exit meetings would have disrupted instruction. There were logistical problems as well. Each team --and later, all teams-- had to meet after the site-visits were completed to review their notes, share perspectives, and review other data before they could reach consensus on how the school should be treated in the report. To reconvene the teams to visit all 27 schools evaluated so that individual school staff could have time to rebut our findings and observations would have required a significant expansion of the time frame for completion of the evaluation. This would have been logistically difficult not to mention --in several cases-- unproductive. Thus, it was agreed that each school would be provided with the section of the preliminary report affecting it so that they could respond in writing.

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[17] **It should be noted that several of the directors who complained the most about this evaluation did not attend pre-evaluation briefings, and are known not to attend many Department of Alternative Program meetings.**

It should also be stated that the resources and time allocated for both Phase I and II of this project were insufficient to hold school-by-school discussions with alternative school staff prior to the site-visits. Traditional resistance to qualitative evaluations of schools and community-based organizations[18] would have required an enormous amount of staff hours before agreement could have been reached on what and how to evaluate. The time frame for the evaluation also made it impossible to spend more time in each school. Phase II, for instance, did not begin until the end of March of 1993 with the expectations of MPS administration and Board that a preliminary report would be available by early June 1993.

The claim made by several directors that they should have had the right to listen to the taped interviews of students and staff is preposterous. Students and staff were promised confidentiality because evaluators sought their honest and most personal assessment of the alternative program they were associated with.

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[18] Resistance to external qualitative evaluations by public school staff is well documented in the research literature. This is often an impediment to critical inquiry. But public schools are not alone in resisting qualitative evaluation. In his Pedagogy of the City, Paulo Freire (1993), the most powerful voice in the World today in matters of critical pedagogy and school restructuring, tells us that at times a "... myopic excess of certainty concerning [educational] practice makes the sectarian community-based program undeniably authoritarian... making them [the leaders of these programs] the only repositories of truth and virtue." (pp. 131-132) This attitude was noted by evaluators in the case of several of the partnership schools evaluated.

MAJOR THEMES AND RECOMMENDATIONS ON PROGRAM AND POLICY MATTERS

An Introductory Note

In this section of the report, *major themes* are examined in the context of both the findings of the evaluation and key research literature on alternative schools and programs for at-risk youth. The "alternative schools movement" has been part of the American educational scene for well over three decades and there now exists a large body of knowledge on their successes, failures, and possibilities.

Earlier conceptions of alternative schooling were very different from what we know today as *alternatives schools*. The evolution of public and private schools for "at-risk" students that began in the early 1980's has changed the public's conception of alternatives. The appearance in Wisconsin of "Choice Schools" and "Charter Schools," makes even more difficult the task of defining *alternative* schools in the state and in Milwaukee. At the national level, there is now little agreement among researchers and educators relative to the definition of alternative schools. In fact, there is much frustration about the matter. Tom Gregory (1988) dramatizes the issue while shedding light on the challenges which lie ahead for school districts which are willing to support "true" alternatives for students who don't fit in traditional mainstream schools:

> Indeed, school people, ever anxious to look like they're engaged in systemic change when they aren't, have effectively sapped the term "alternative" of most any useful denotation. School districts and, in some cases, whole states have warped the term *alternative* to mean school for particular, usually difficult clientele. Most often, these "alternatives" have become places to send kids whose

> behavior has become a constant, embarrassing reminder that today's conventional schools, particularly its secondary schools, are fundamentally flaw enterprises. These new schools are often thinly veiled tracks of their large, unworkable sister schools; they have little autonomy. In some states, it is not very inaccurate to view them as soft jails for court adjudicated kids. Misuse of the concept is so widespread that most educators now inextricably link "alternative" with "*dis*" kids: those whom society has judged disadvantaged, disruptive, or just plain distasteful.

Milwaukee alternative and partnership schools are so diverse that it was impossible to work with one guiding definition during the evaluation process. Because of this, discussion of some of the themes contained in this report may, at times, seem to contain contradictory elements. All that can be said in defense of this is that the issues treated here are complex and need to be assessed within a developmental and flexible framework. It will now be up to the MPS Board and Administration to engage all of those affected by this report in a critical reflection of the issues, so that a new philosophy/vision of *alternative public education* as well as the creative policies and procedures to help implement it, can be forged

Major Themes

A distinctive feature of qualitative research is the use of ***thematic formats*** (Miles and Huberman, 1984) to present evaluation findings. This approach allows for a more integrated, holistic and interconnected treatment of findings and recommendations. Following this method of presentation, this report examines some of the more compelling themes and issues which have were identified during this evaluation. The report raises policy concerns, and makes recommendations which generally flow from an analysis of the qualitative data collected.

The themes emerging from Phase I of this evaluation were discussed in the final report for that phase. Some are repeated in this report because they are relevant and comparable to those identified during Phase II. Many of the themes emerging from Phase II are not significantly different from those of Phase I.

The themes and issues examined in this section of the report were chosen because of their implications for programming, staffing, and general policy. More thematic explorations and recommendations are found in the individual school profiles which follow this section.

1. *Generally, the public's perception is that all alternative and partnership schools are "second class schools," "holding tanks," and "dumping grounds."*

This theme also surfaced during Phase I of this evaluation. These views are held by many students, MPS staff, parents, and even the staff of many alternative/partnership programs.

Some evaluation team members suggested that a major factor contributing to the negative perception of alternative/partnership schools is the confusion that exists relative to their purpose: are they "true" academic alternatives or merely "escape valves" for a system that is systematically removing from its traditional schools students who are --presumably-- more difficult to educate? This is a dilemma prominent in the relevant research literature. Some have suggested that this is, indeed, central to many of the problems of today's alternative schools (see, e.g., Sweeney, 1988; Wheelock and Sweeney, 1989; Raywid, 1990).

The public's negative perception of alternative programs is not lost on students and parents. Many at-risk students in need of an alternative setting already suffer from low self-esteem and hold the belief that "no one cares" about them. Many are academically failing because schools have not responded effectively to their adolescent developmental needs (Lipsitz, 1984) or have failed to reengage them in the learning enterprise (Wehlage *et al*, 1989). Wehlage *et al* also found that these students are in danger of dropping out of school because they constantly receive a host of messages from adults and peers suggesting that they are not worthy. Thus, if the new school they are assigned to is publicly portrayed in the context of failure, it immediately loses legitimacy in their eyes.

MPS also contributes to these negative perceptions by organizing most of its own alternative schools as places where students are offered a "quick fix" --a fast way out of the schools--, and by funding several partnership schools which function as "holding tanks." By supporting such programs, the school district abdicates its obligation to *teach* these students and to guide them to success in academics, the job market, and life (Oakes, 1985; Kozol, 1991).

Staff in traditional schools tend to view alternative programs as places where they send youngsters they no longer want. Some students suggested during the interviews that *At-Risk Coordinators* steer at-risk students into programs that Coordinators themselves view as substandard.

One of the students interviewed told evaluators that "the school system wants to get rid of us because we are *losers*." Another spoke about being "punished" when he was assigned to an alternative school, and others spoke with despair because they thought they could not choose another school if their alternative school assignment failed to work for them. These perceptions appear to color how at-risk students initially re-commit themselves to learning in alternative and partnership schools. One partnership school director told interviewers that it may take some students as long as a year to drop "the negative attitude" before they become ***disposed*** to learning again.

Commentary and Recommendations:

The negative perception of *alternatives* held by many is a problem which affects both MPS alternatives and partnership schools. These schools should be centers of educational opportunity, not sites for MPS to ***displace*** its "problem" students. This is not to suggest that *alternatives* are not places for at-risk youth. The research on this subject suggests that at-risk youth benefit from enrollment in *"effective"* alternative schools (Wood, 1992; Raywid, 1990; Manning, 1993), i.e. alternatives that turn students on to learning and where the curriculum and its delivery is intended to prepare youth for success. These are schools which are not fashioned to "track," "remediate," and "repair" students "perceived" by school officials as not interested in themselves or their own academic success (Sweeney, 1988).

There are some good and even excellent schools in the MPS alternative and partnership school network. To protect these schools and the children enrolled in them from the consequences of a "bad image," MPS needs to "purge" the alternative and partnership network of ineffective schools and programs.

Other specific recommendations related to this theme are contained in the final report on Phase I of this evaluation.

2. ***MPS staff "sell" alternative programs to at-risk students as a way out of doing challenging work and act on the assumption that at-risk students do not aspire to academic success.***

Interviews suggested that MPS staff tend to operate from the false assumption that at-risk students have so many personal problems that they can neither attend school regularly nor focus on "hard" academic work. This seems to have suggested to staff that these students prefer half-day, attendance-optional, remedial, and academically non-challenging programs. During Phase I of this evaluation, several partnership schools were criticized for having half-day remedial programs. During Phase II it was found that this practice is more prevalent in MPS alternative schools than in the partnership schools. Six of the 9 MPS alternative schools evaluated offer less than 3 hours of instruction per day, and a large proportion of their students do not attend more than 3 days a week.

Commentary and Recommendations:

Contrary to popular belief among MPS staff, many of the students interviewed stated a preference for full-day programs and challenging academic work. Half-day programs were viewed by students as a waste of time and as places where little is being learned. Half-day remedial programs for at-risk students may be in violation of the purpose and intent of Chapter 118.153.

Alternative programs should be introduced to students as positive, valid, academically challenging and beneficial educational options, not as an "easy way out."

3. ***There are MPS alternative and partnership schools that are not equipped nor set up to implement a full high school curriculum, nor do they appear to have the "know-how" and pedagogical vision and awareness to become true alternative high schools.***

Several alternative and partnership schools were rated as *poor* and *very poor* during this evaluation because of their lack of educational vision, an absence of any meaningful pedagogy, and a negative or poor ambience. The alternatives and partnership schools in these categories function as remedial, deficit-based, low expectation models. Students in these schools do minimal academic work. Some of the partnership schools in these categories are located in social service agencies. These agencies are good advocates for equal access to health and social services, but they lack the expertise, facilities and ambiance to deliver a challenging academic agenda --especially for high school level students.

After the release of the preliminary report, some of these schools argued that evaluators failed to take into account the fact that they are "assigned" students who have been academically harmed by traditional schools and who are "different" from other students (often a code word for "less prone to academics"). These students are so "remedial" --some claimed-- that the most an alternative program can do is help them improve their attendance and remediate their academic deficiencies.

Commentary and Recommendations:

Reacting to this kind of thinking, Kozol (1991) says that we now have a generation of community-based leaders and school principals (many of whom are of racial/minority background) who recognize the harm caused by the inequalities of poor schooling, but who have learned to settle for less. "So it is that inequality, once it is accepted, grows contagious." Manning (1993) states that the research literature is pretty clear on the fact that effective programs have high expectations for at-risk students, regardless of their at-risk condition.

Rather than take a defensive stand, these schools should carefully study the research literature on effective programs for at-risk youth. They will learn from it that remedial and deficit-based programs are not effective with this population of students and merely contribute to greater student "resistance" (Oakes, 1985) and a repeat of unacceptable behavior when they return to traditional schools (Sweeney, 1988).

MPS should not fund programs which are not able to offer a complete non-remedial, high expectations school program. At-Risk resources should not be used for what are clearly expensive "tutorial" programs.

4. ***An overwhelming reliance on deficit-based "remedial" basic skills curriculum and teaching continues to be the practice in a majority of the alternative and partnership schools evaluated.***

Only about 10 of the 27 schools evaluated during Phases I and II of this study had challenging, content-based curricula. A few others had a combination of content-based courses and individualized remediation. The majority of the schools assumed that at-risk students are, by definition, in need of academic remediation; they lack a focused curriculum, and they relied (almost exclusively) on individualized remedial instructional models. Assuming that at-risk students have a "lack of intellectual interests" and abilities contributes to the image of alternative programs as "dumping grounds for dummies" --as one student suggested during the interviews. Like many of the students interviewed during Phase

I of this evaluation, many Phase II students complained that they were not being academically challenged and that instruction was too easy. This student perception contributes to poor attendance and a waning of student interest. Significant inservice and staff development is needed to move the teachers and the curricula of many alternative programs beyond deficit-based "remedial" education.

During the interviews, it became clear that parents and students in the alternative and partnership schools evaluated want a curriculum which is challenging, which gives students a sense of competence and academic confidence, which guarantees them graduation from high school, and which prepares them for jobs and/or higher education. Wehlage *et al*. (1989), Kozol (1991), Lipsitz (1984), Rutter *et al*.(1989), Fine (1991), Manning (1993) and other researchers who have studied the characteristics of at-risk students and of the secondary schools which are successful in meeting their educational needs, have found that at-risk youth, no less than their more successful counterparts, tend to expect excellence from their schools. They may be in trouble with the ***system***, but they want to learn.

Youth in MPS partnership programs also told interviewers that they want both a quality instructional program and access to extracurricular opportunities available to other MPS students (e.g., physical education, sports, proms, libraries, enrichment courses, etc.). This was true for almost all the partnership schools evaluated.

Commentary and Recommendations:

If MPS alternative and partnership schools are to be true to the idea of "alternative" education and "unique" in their program offerings, the research literature and this evaluation suggests that they do as follows:[19]

a. Develop a content-specific, culturally, linguistically, and socially-relevant curriculum (Cummins, 1984) which is both challenging and rich in experiences likely to stimulate students' aspirations and interests (Wehlage *et al.*, 1989; Fine, 1991; Manning, 1993), and which is delivered using collaborative learning approaches (Johnson and Johnson, 1987).

b. Ensure the development and maintenance of positive relationships between staff and students, and a clean, pleasant, comfortable, academically serious environment (Edmonds, 1979, Rutter *et al.*, 1979);

c. Respond appropriately to the physical and emotional developmental needs of students (Lipsitz, 1984; Wheelock and Sweeney, 1989);

d. Connect students to a vision of the transformation of their own neighborhood (Wilensky and Kline III, 1988);

e. Connect students to meaningful jobs which link them to community service and development (Banks *et al.*, 1991; Wehlage *et al.*, 1989);

f. Ensure high levels of parental contact with the school and meaningful parental involvement in school instructional activities (Phi Delta Kappa, 1980).

g. Explore specialization and/or limit instructional activities to more focused curriculum undertakings. For instance, some individual MPS partnership schools could specialize in any of the ***"specialties"*** described below:

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[19] Because "remediation" was prominently discussed in the final report on Phase I of this evaluation and again emerged as an issue during Phase II, the recommendations on this theme contained in the earlier report are still relevant. Therefore, with some modifications, they are repeated.

- College Preparation: Schools with a rigorous academic curriculum intended to prepare students for college entry and the study of the professions;
- Occupational/Vocational Education: Schools with an emphasis on preparing students for entry in job training programs or technical and occupational collegiate level programs, such as those offered by the Milwaukee Area Technical College. These community-based schools could form partnerships with MATC to set up prep-tech curriculum and advanced placement in occupational training programs.
- **Computer Specialties:** These schools could focus on preparing students for various computer related employment opportunities.
- Multicultural/Bilingual Language Specialties: These schools can provide an important option for limited English proficient students in need of bilingual services, and also operate to develop bilinguality in students for future employment and academic use.
- Math or Science Specialties: These schools could develop rigorous programs in math and/or science to prepare students for both college and occupational or technologies training. These schools could develop partnerships with the business/industrial sector to prepare students for industrial jobs requiring high levels of math and/or science skills.
- **Health Specialty:** These schools could develop curricula intended to expose students to the health professions and to prepare them with the

courses they need to successfully enter training programs in the health professions. These schools can form partnerships with community based health centers, area hospitals, MATC, UWM, and the Milwaukee County.

- **Montessori Specialty**: An elementary Montessori model for at-risk students is consistent with the original intent of the Montessori method, which evolved from Maria Montessori's efforts to work with poor children.

5. ***MPS must be mindful of the implications of maintaining a system of alternative programs that is overwhelmingly constituted by minority and poor children.***

Twenty (20) of the 27 schools evaluated had minority enrollments of more than 75%. Seventeen (17) had minority enrollments above 90%. When high minority enrollments are coupled with substandard education, the school district has a legal and educational obligation to immediately review what may be contributing to poor academic outcomes (Phi Delta Kappa, 1992; Carnegie Council, 1989; National Coalition of Advocates, 1993).

Commentary and Recommendations:

It is important to note that there are predominantly minority partnership schools that are being very successful. However, the students in these schools do not have access to the same kind of resources other students have in traditional high schools. Equity of access to resources needs to be a goal of the school district, especially when at-risk students assigned to alternative programs are still MPS students. The system needs to strive towards greater racial balance, and it needs to ensure greater access for students in alternative programs to both the tangibles and intangibles available to students in traditional schools.

6. ***Creating homogeneous groups of at-risk students and then placing them in classrooms with homogeneous groups of behavioral re-assignment students (such as "weapons" violators and "chronic disruptors") is, first of all, poor pedagogy unsupported by research and probably detrimental, and secondly, may be a legally "suspect" educational practice.***

There is extensive discussion in the pedagogical (Oakes, 1985; Fine, 1991; Kozol, 1991) and legal literature relative to programs that "group" at-risk students and "protected classes" for instructional purposes. One of the most instructive court decisions on these matters is ***Castaneda* v. *Pickard*** (648 F. 2d 989, (1981)), a bilingual education and equal educational opportunity case decided by the 5th Circuit Court of Appeals. The ***Castaneda*** court developed a three-tier test to determine the adequacy of such programs which has been frequently used by the U.S. Office for Civil Rights in its compliance reviews. Under *Castaneda*, a school district must show proof that such programs are

a. "informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy" (p. 1009);

b. "are reasonably calculated to implement effectively the educational theory adopted by the school" (p. 1010) [or the school district]; and

c. "after being employed for a period of time sufficient to give the plan a legitimate trial," (p. 1010) the program produces results indicating that the problems confronted by the targeted student group "are actually being overcome."

A majority of the alternative and partnership programs for at-risk youth in MPS may not meet the ***Castaneda*** test. In other words, they may not stand legal scrutiny if challenged in court by students and their parents.

Commentary and Recommendations:

Appendix G delineates *seven essentials of effective at-risk programs* found in the research literature and **Appendix G** proposes some common sense notions of what should be a "good common school." MPS should draw from these appendices to inform a new mission/vision of its alternative programs. It should abandon immediately remedial-only instructional activities, and it should transform all of its alternative schools into "specialties" offering an academically challenging curriculum. Alternative and partnership schools which cannot offer a full-day, subject content- and course-based curriculum should be discontinued. Again, the Wisconsin Children At-Risk Legislation (Chapter 118.153) clearly requires this. It neither provides for "holding tanks," nor "credit mills" which push at-risk youth quickly through high school.

7. *There are many alternative and partnership schools which fail to implement authentic assessment systems and which operate as "credit mills."*

Phase I of this evaluation found several schools where student assessment, grading practices, and credit granting was suspect. There were more schools among those evaluated during Phase II suspected of the same practices. Criteria for credit granting vary greatly from school to school. In some schools it is unclear how the students' work is evaluated for middle and high school credit. Excessive credit granting was even more suspect in MPS alternative schools which rely on the use of computer-assisted instructional programs and curriculum "packets" which students complete for academic credit. Some of these schools gave the appearance of being "credit mills" intended to rush at-risk students through high school.

Contributing to this practice, and to the remedial education practices described in #4 above, is the use of Kindergarten to 8th grade certified teachers in middle and high school alternatives. DPI has allowed MPS to staff alternative high schools with these teachers under the assumption that "at-risk status = remedial student." K-8 certified teachers are allowed to grant credits in multiple subject areas because it is presumed that the level of work performed by these students --even in subject content areas-- is below the 8th grade.

Commentary and Recommendations:

Student assessment that creates false accomplishments and hopes for at-risk students is an intolerable practice which needs to be abolished (Phi Delta Kappa, 1991, 1992). At-risk students need to be exposed to the reality and rigor of academic life, so that they are not set up for future academic and employment failure. MPS needs to develop appropriate monitoring systems to ensure that all students are put through authentic and valid assessments of their academic performance.

MPS alternatives and partnership high schools which employ K-8 certified teachers are falsely suggesting to their students that they are enrolled in "a full high school curriculum" —as many of these schools state in their program descriptions. Many students interviewed were critical of "inflated" credits and remedial curriculum. Some were angry that they are being "cheated out" of a high school education, and may not be prepared to enter and succeed in college.

MPS should end the practice of using K-8 teachers in high school programs. It should also explore alternative certification for all instructional staff working with at-risk students, including those in partnership schools.

8. ***The number of students referred to alternative programs can be significantly reduced if MPS traditional schools stop abdicating their responsibility to work with at-risk students and chronic disrupters.***

At-Risk Coordinators in traditional schools are generally assigned the task of working with at-risk youth as an add-on duty to their regular workloads. The students and staff interviewed suggested that At-Risk Coordinators and administrative staff involved with chronic disrupters are too quick to advise students to seek an alternative school placement. Evaluators found students in some schools that did not want to leave their traditional school but were coerced or "talked into" applying for, and accepting, an alternative program placement.

Commentary and Recommendations:

The use of At-Risk Coordinators needs to be reviewed. A possible alternative is to transfer their student re-assignment function to specialized staff in the Department of

Alternative Programs. The relevant research literature warns that when students are "assigned" against their will to programs they do not want to be in, their resistance to schooling grows and they are likely to drop out of school sooner (Oakes, 1985; Phi Delta Kappa, 1991, 1992; Wheelock and Sweeney, 1988).

MPS needs to re-examine the extent to which its traditional schools are equipped to work with youngsters before they are referred to alternative programs. Staff may need to be trained to exhaust all possible avenues of retention before students are displaced to another school or an alternative against their will.

9. ***Behavioral re-assignment programs and programs for "expelled" students are not educationally sound, nor do they deliver on their promise to change student behavior and improve academic performance.***

During Phase I of this evaluation, these programs were found woefully inadequate. During Phase II evaluators were not persuaded that any of these programs were being successful with the populations of students they serve. Programs for students "expelled with the option of educational services" were found to be incredibly expensive and a major waste of educational resources. During the 1992-93 academic year, two community-based agencies had contracts that added up to more than $330,000, but enrolled a total of 16 "expelled" students. MPS is spending approximately four times the resources it spends on "regular" MPS high school students to offer remedial education to the few students occasionally attending the two programs for "expelled" students -- students it can't even compel to accept these services.

Commentary and Recommendations:

Homogeneous groupings of students labeled as "problematic" because of their behavior is not a sound educational practice. MPS has no curriculum for these programs. There is a body of research which demonstrates that most students placed in these settings revert to the same behavior when they are returned to the traditional settings which may have caused them to fail in the first place (Wheelock and Sweeney, 1989; Phi Delta Kappa, 1991). It makes even less sense to group these students in off-school rented space in virtual isolation from other students and under the supervision of one teacher. During Phase I of this evaluation, evaluators visited two of these programs. They noted that both programs were filled with tension and disliked by students, and were left with the fear that such tensions could result in physical altercation that could bring harm to students and the sole classroom teacher.

As a matter of policy, MPS needs to re-examine the practice of such homogeneous groupings. It needs to balance the objective of "behavior modification" and educational achievement. Otherwise, it may be trespassing into territory alien to school expertise.

As a matter of policy, MPS also needs to decide if it will continue to offer educational services for these expelled students. If it decides to continue to do so, then it would be far more cost effective for these students to be assigned to fill vacant seats in selected alternative or partnership schools. These schools can be provided with additional support staff to work with these students.

10. *There are MPS alternatives and partnership schools where staff have abdicated their obligation to guide students to successful participation in schooling.*

During this evaluation several schools were observed where students did as they pleased. This was reflected in students' attitudes towards staff and the school (lack of respect for staff, no loyalty to staff or the school, free use of foul language in the presence of adults, disruptive behavior, etc.). There can be no room in alternative education for schools like these. These schools do not represent a genuine effort to educate and prepare these youngsters for the future (Kozol, 1991; Manning, 1993). They are merely expensive "holding tanks."

Commentary and Recommendations:

Schools that abdicate their educating responsibility, where a majority of the students happen to be racial minorities and poor, are suspect under the various legal constructions of the 14th Amendment to the U.S. Constitution. In other words, they are reminiscent of the issues of inequality raised in Brown v. Board of Education.[20]

MPS needs to insist on improved ambiance in these schools. The Principal/Director and the staff need to be made accountable and required to maintain a safe and pleasant ambiance in their school.

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[20]. 347 U.S. 483 (1954).

11. ***There are teachers in alternative and partnership schools who don't want to be there, or who do not have the sensitivity and commitment to work with at-risk and behaviorally disruptive students.***

During this evaluation it became evident that many MPS teachers in alternative programs were "excessed" from traditional schools and given an alternative site as a "take it or leave it" option, regardless of how they felt about working in such settings. In at least two of the schools evaluated, MPS teachers asked evaluators to help them get *transfers* to other schools. In others, it was clear that the MPS teacher was ill-equipped to work with predominantly minority and at-risk youngsters. Students interviewed could spot teachers they felt were not authentic in their commitment and understanding of their situation, and resented them immensely.

Commentary and Recommendations:

MPS needs to work closely with the MTEA on alternative procedures for the assignment of teachers to alternative and partnership schools. If necessary, it should ask for an exception to the contract, or take the issue to the negotiating table with the MTEA. These schools must be able to attract teachers who want to be there, and they must be able to let go those who are incompatible in their sensitivity and interest to the purposes and goals of at-risk programs.

12. ***There is a great need for staff development throughout the MPS alternatives and partnership schools network.***

A major theme during Phase I and II of this evaluation was the need for ongoing staff development. Although there are committed and highly qualified staff in many MPS alternative and partnership schools, evaluation teams noted that the great majority of MPS and agency staff is in need of training in how best to work with an at-risk student population made up, predominantly, of ethnic/racial minority and poor youth. Evaluation team members also noted that in several alternative and partnership schools there is a pre-dominance of ***White*** staff working with a predominantly minority student population, a condition that can create a problem of cultural and experiential incompatibility between staff and learners. Evaluators also noted that in many alternative programs instructional staff relies heavily on academic remediation strategies because they have little curriculum guidance; many are elementary trained teachers and have had no training in innovative content-based, culturally relevant, academically engaging instructional techniques.

The problem of poor staff preparation in many alternative and partnership schools is also compounded by the practice of assigning teachers to teach multiple subjects outside of their content area expertise. Some of the teachers/staff interviewed suggested that they would prefer not to teach in areas in which they are not prepared.

Team members also noted that most teachers in MPS partnership schools welcome all the help they can get. One teacher said she was sure to speak for others when she stated that there is a need for peer coaching among teachers and for a workable network where teachers can exchange ideas and collaborate in projects.

Commentary and Recommendations

The teaching staff of most partnership schools are isolated from each other and have few opportunities to share and experiment together. The Department of Alternative

Programs should promote more collaborative staff development activities between the alternative and partnership schools.

MPS should create "families" of alternative and partnership school staff. These staff should receive extensive coaching and opportunities to engage in academically rigorous and innovative educational experimentation. They should also be afforded opportunities for travel, so that they can visit effective programs for at-risk youth in other parts of the country.

MPS needs to carefully review the findings of this evaluation for guidance in the development of a comprehensive staff development plan for all staff associated with alternative programs. The Department of Alternative Programs should be assigned a full-time staff development person to work in collaboration with MPS curriculum and staff development experts, alternative program staff, and other educational consultants in the development and implementation of a comprehensive plan for staff development.

The Department of Alternative Programs should also reduce by 1-2 seats every partnership school contract and designate such resources for on-going staff development. A percent of each program budget should be set aside for staff development. [For example, the U.S. Department of Education now requires that adult literacy programs funded under the National Literacy Act, and instructional programs under the Bilingual Education Act, set aside 15% of their funds for staff development activities.] MPS should require alternative and partnership schools to designate from 3-5% of their budgets for staff development.

MPS should also enter into staff development articulation agreements with two- and four-year colleges. Alternative programs can serve as centers of pedagogic and curriculum experimentation where future teachers --under the guidance of the university and MPS-- can do internships, and/or collaborate with innovative program initiatives.

13. ***Both during Phase I and Phase II of this evaluation schools were found operating in inadequate physical facilities.***

The problem of inadequate facilities for alternative and partnership schools also surfaced as a major theme during Phase II. As stated in the final report for Phase I, to place at-risk youth in substandard facilities merely adds to their perception that they are viewed as less important than others. Rutter *et al* (1984) points to the importance of pleasant and comfortable school conditions when working with youth who have already been the victims of neglect in other settings. Kozol (1991) talks about the negative message we send to youth who have to endure an ambience of despair in the communities they come from and in their school setting. While many of the physical inadequacies found among the schools visited during Phase I of the evaluation were corrected, team members felt that in at least 5 of the schools visited during Phase II the space allocated for the MPS program was woefully inadequate for the number of students assigned to the program. In two of the partnership schools evaluated the rooms assigned to the MPS program could not accomodate half of the number of students contracted for. Team members, students, teachers, and parents interviewed found unacceptable the physical plant conditions in some of these schools.

Commentary and Recommendations:

As in the Phi Delta Kappa (1980) study, teacher and staff satisfaction in most MPS partnership schools with physical plant deficiencies is also negatively affected by unsafe and depressive conditions. Interviews suggested that if students and staff ***think*** that the program they are in is "a school," then there is an "equating" of "a school" to its "building." The research literature suggests that in these cases "inputs" are significant variables in the perceptions students and staff develop of how they are perceived or treated.

MPS made much progress since Phase I in improving physical facilities. However, requiring partnership schools to have a school permit is not enough. MPS needs to establish its own standard relative to acceptable physical space for a program.

14. ***Parental involvement did not appear to be an integral part of the activities or governance of alternative and partnership schools.***

As reported in Phase I of this evaluation, alternative and partnership schools generally keep parents well informed about the status of their children and invite them regularly to educational and social events. But interviews with parents suggested that meaningful parental involvement is of secondary importance in most MPS alternative and partnership schools. There are very few alternative and partnership schools which include parents in the planning and implementation of educational activities.

Commentary and Recommendations

Partnership Schools need to develop more effective ways of involving parents in the working and governance of their programs. The research literature supports a "meaningful" involvement of parents in the educational activities of the school (Phi Delta Kappa, 1980; Lipsitz, 1984; Governor's Study Commission, 1985).

The Department of Alternative Programs should work closely with alternative and partnership schools in the development of "meaningful" and "participatory" models of parental involvement.

15. The Request for Proposal (RFP) process, by itself, is inadequate for making decisions on the funding of partnership schools and special programs within MPS alternatives.

When MPS shifted to an RFP process as the primary means of funding alternative programs, it put itself in the position of "another funding source." It transformed partnership schools and new applicants into "vendors," some of which still feel that the only criterion they need to "win" the RFP is a "paper criterion." It was evident during the site-visits that non-MPS entities can write good proposals, (or hire someone to do so for them) but may lack the educational expertise to implement what they put on paper.

Commentary and Recommendations:

MPS needs a "process" approach to fund alternative programs. This process should include, in addition to the criteria included in the MPS RFP for 1993-94, extensive visitations with potential partnership schools, a careful assessment of the quality and expertise of the staff who will be involved with the instructional program, an assessment of the community-based organization's vision of education and its understanding of effective strategies in the education of at-risk students, and an assessment of the location and facilities. To "hand over" to strangers the education of at-risk youth is comparable to "family neglect," which is prohibited by law and scorned by society.

16. *There continues to be inadequate MPS Central Office support of alternative and partnership schools.*

Over the past 6-7 years there have been several directors in the Department of Alternative Programs. During interviews directors expressed concern that it has been very difficult to adapt to changes in the leadership and staffing of the department and to rapidly changing DPI and MPS requirements. The current director is viewed by most alternative school staff as committed to quality alternative programs. He has been working closely with schools on matters of program improvement and staff development, and he is perceived as knowledgeable on local and national developments in alternative education. Many hope that the MPS Superintendent will retain him in that role for an extended period of time.

However, evaluators noted in their deliberations that the MPS Department of Alternative Programs is not adequately equipped to serve the needs of alternative/partnership programs. For instance, the Department needs to be equipped to make accessible to alternative and partnership schools the resources and opportunities that are available to students in traditional schools, and to change the attitudes and views of school district staff about alternative programs; it needs authority to advocate for at-risk students and to solicit the collaboration of other MPS departments to bring their resources to alternative programs. It also needs to exert full control over the assignment of students to alternative and partnership schools. Improving the effectiveness of alternative programs requires staff with specializations in curriculum, staff development, student and parent support services, student and staff assessment and evaluation, and sound fiscal and organizational skills.

Commentary and Recommendations

The alternative and partnership schools network is larger in student enrollments and staff than the average school district in the state, and its population of students and parents are plagued by more social ills. The Department, as currently constituted, cannot meet the challenges of alternative education, nor can it implement many of the recommendations contained in this report.

MPS needs to strengthen the Department of Alternative Programs by providing it with sufficient staff, especially staff who are knowledgeable and committed to alternative education and who are sensitive to the needs of community-based partnership schools.

The MPS administration also needs to expand staff development activities to inform and sensitize other MPS units, principals and their staff on matters related to alternative education, especially if the recommendations of this report are implemented.

17. ***System data available to prepare this report was very deficient and unnecessarily scattered across departments and divisions of the MPS system.***

In the process of preparing this report, researchers found it extremely difficult to obtain data from MPS. When some was provided, it was often inadequate to make inferences.

Commentary and Recommendations:

The Department of Alternative Programs is working closely with its A.P.I.C. component to improve data collection and maintenance on alternative programs. It is important that their efforts be supported. But it is equally important that their efforts be guided by a carefully developed data and evaluation plan that identifies: what data needs to be collected and within what time frames; appropriate formats for data reporting; rules and procedures to guide data collection at the alternative/partnership school level; sanctions against schools and administrators who fail to submit timely and reliable data; and plans for appropriate use of the data to correct deficiencies in the system and in alternative programs.

18. ***MPS can make significant cost savings by closing ineffective alternative and partnership schools. It should re-direct some resources to improve the "better" alternative programs.***

The cost of ineffective programs is damaging to the economic survival of the network of alternative and partnership schools. This evaluation did not find a lack of space among the "better" alternative and partnership schools. Most can accommodate more students. This would reduce the appearance of a system of schools working at full capacity when it is not.

During this evaluation, it was found that, as a consequence of poor daily attendance, more than half of the schools in the network --and especially MPS alternatives-- in reality operate at about 60-70% of their *real* capacity.

Commentary and Recommendations:

Consolidation of some MPS alternatives and the expansion of selected "better" partnership schools can save resources. Some of these savings can be re-directed to fund improved MPS support for its alternatives. For example, resources could be re-directed to increase the field support staff of the Department of Alternative Programs; to increase staff development and training; to train At-Risk Coordinators in traditional schools, or to move their functions to APIC; to increase access to technology and science equipment in successful schools; to increase parental involvement initiatives; and, to provide better student support services.

Other Recommended Changes in the Organization of Alternative Programs

In addition to the themes examined above, there are other changes needed in the overall organization and implementation of alternative and partnership programs. A selected few are listed below:

1. MPS needs to insist that partnership schools be directed by full-time qualified educators who are well informed of the research literature on effective programs for at-risk youth.
2. MPS should not assign displaced managers from elsewhere in the school district as directors of its alternative programs. The school district needs committed and enthusiastic directors for these programs.
3. MPS needs to significantly improve the academic monitoring of alternative and partnership schools, and needs to have data readily available to inform educational decisions on these programs.
4. An attendance policy is needed. Currently, inactive students in these programs are left on the rosters. This gives the false appearance that programs are full, when most operate at less than 60-70% of their capacity. Evaluation data reviewed to date indicate that if a drop policy were in operation, the "system" would reveal itself capable of absorbing the students that would be re-assigned if ineffective schools were discontinued beginning in the fall of 1993.

Although not all inclusive, the suggestions and recommendations above can help to significantly improve the educational opportunities offered to at-risk and other students in the Milwaukee alternative and partnership schools network.

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Profiles of Schools Evaluated
1992 - 1993

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code: A

This partnership school has a program for at-risk middle and high school students (grades 8-12). It has a full-day curriculum leading to a high school diploma which integrates computer and employability skills in a bilingual setting. Students also receive supplemental English language arts instruction through the federally funded Chapter 1 program. The school is housed in a community-based agency that also provides bilingual support services to students in the program and their families. Fall 1992 demographic data indicate that 98% of the school's student enrollment was non-White, 32% males and 68% female.

There are 14 FT and 2 PT staff associated with this program. The instructional staff includes 1 FT MPS teacher and 6 FT agency paid teachers. There are 2 FT administrators, 1 FT secretary, 1 FT general aide, and 1 PT food service/maintenance worker. The support staff includes 1 FT employment specialist, 1 FT social worker, and 1 PT human resource specialist. MPS provides 1 Psychologist and 1 Social Worker, one day per week each.. The school's staff is 75% non-white.

Evaluators rated this program *fair* by comparison with all the schools evaluated. Although the program has extensive course offerings, evaluators found weaknesses in the organizational delivery of its curriculum. It was mostly rated low because of deficiencies in its facilities --the space available was insufficient to provide reasonable accommodations for all the courses offered, the staff, and the students. Evaluators also found that students felt strongly that they had little input in the program, and that there were staff who were insensitive in the implementation of the school's discipline policies. These student concerns had caused some tensions between students and staff. This school has worked to correct most of these deficiencies during the 1992-93 academic year. Significant improvements were made to the facilities, but the space available for the program is still limited.

Recommendation:

Students assigned to this school need to be advised that it has a bilingual and Hispanic cultural emphasis. The school has good potential as a bilingual multicultural site. It should be encouraged to become an academics and Spanish language specialty for at-risk students. MPS should assist this school in acquiring a new facility for the program or in expanding its current facilities. It is the only alternative school accessible to Hispanic students in the northside of Milwaukee. Because of its viability, and because it is needed, it should be helped to improve, and it should be maintained.

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School Code: A

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	58
Enrolled	79
% Enrolled	136%

Staff Demographics
Spring 1993 **

Full-Time	14
Part-time	2
% White	25%
% Afric. Am.	6%
% Hisp.	69%
% Other	0%
Total Staff	**16**

Students Demographics
Fall Semester 1992 ***

% Males	32%
% Females	68%
% White	2%
% Afric. Am.	33%
% Hisp.	65%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	38%
Language	27%
Math	22%
Writing	20%

Monthy Average Attendance
By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	86%		
November	85%		
December	89%		
February	87%		
March	85%		
April	81%		
Year Avg	**86%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	57	72%	
Moved Next Level	14	18%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	58	35	13
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	8	3	38%
Score on Success Grid	125		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	73,500
Instruction	109,760
Inst. Support	26,000
All Other	93,904
Total	**303,164**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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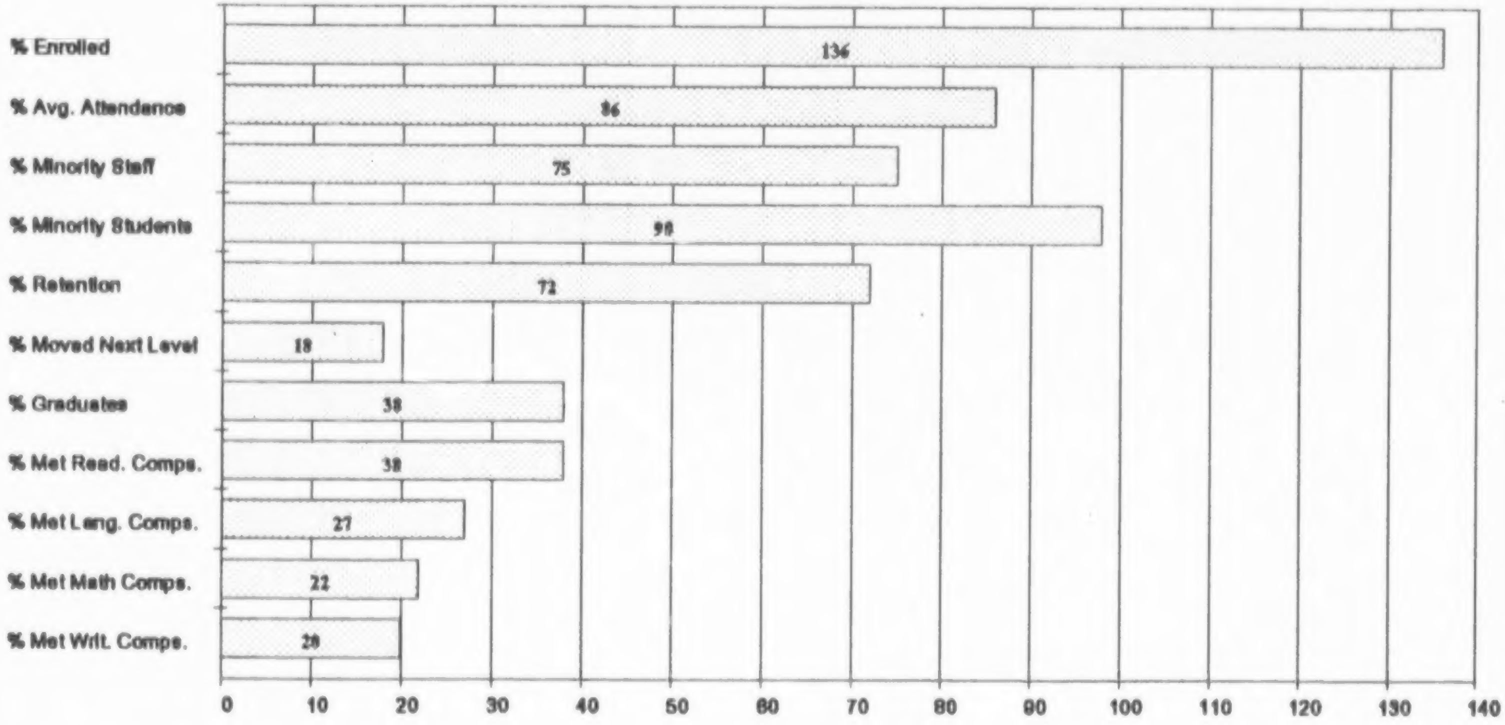
MPS Alternative Schools Evaluation, 1992-93



School Code: A

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
B

This partnership school offers a program for at-risk high school students which may lead to the completion of a high school diploma. The curriculum emphasizes basic skills acceleration. Also included are life-skills training, pre-employment training, and career assessment. Fall 1992 demographic data indicate that the school's enrollment was 74% non-White, 32% male and 68% female.

There are 3 FT and 5 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher, 2 FT agency teachers and 1 PT aide. The support staff involves 1 PT counselor. MPS provides 1 psychologist and 1 social worker one day per week. Part of the director's time is associated with the program. There are also 2 PT clerical workers. The school's staff is 13% non-White. There is a major discrepancy between the racial composition of the staff and that of the student body.

Evaluators were impressed with the level of staff commitment, the existence of good support services, and with the students' loyalty to the staff. However, they rated this program as a low *fair*. It was felt that the program was too limited and unlikely to legitimately offer a full high school program. During Phase I of this evaluation there was only one MPS K-8 certified teacher at this school, teaching about 30 students in all high school courses. Evaluators felt this practice, at this or any other school, makes suspect the granting of authentic high school credits for academic work performed; it also forces programs into a remedial-tutorial mode. The size of the facility was also inadequate for the program.

Recommendations:

This program needs to move to a more comfortable facility, and it needs to hire more teaching personnel. MPS needs to require that the program submit for its review a substantive curriculum design. The new curriculum needs to comply with statutory requirements; it needs to break with the deficit-based remedial nature of the instructional activity at this school, and it needs to have a greater multicultural focus.

School Code: B

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	30
Enrolled	48
% Enrolled	160%

Staff Demographics
Spring 1993 **

Full-Time	3
Part-time	5
% White	88%
% Afric. Am.	0%
% Hisp.	12%
% Other	0%
Total Staff	8

Students Demographics
Fall Semester 1992 ***

% Males	32%
% Females	68%
% White	26%
% Afric. Am.	0%
% Hisp.	71%
% Other	3%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	71%
Language	39%
Math	39%
Writing	39%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	78%		
November	78%		
December	80%		
February	85%		
March	78%		
April	80%		
Year Avg	**78%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	33	69%	
Moved Next Level	20	42%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	33	13	1
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	12	12	100%
Score on Success Grid	120		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	28,560
Instruction	51,000
Inst. Support	0
All Other	84,220
Total	**163,780**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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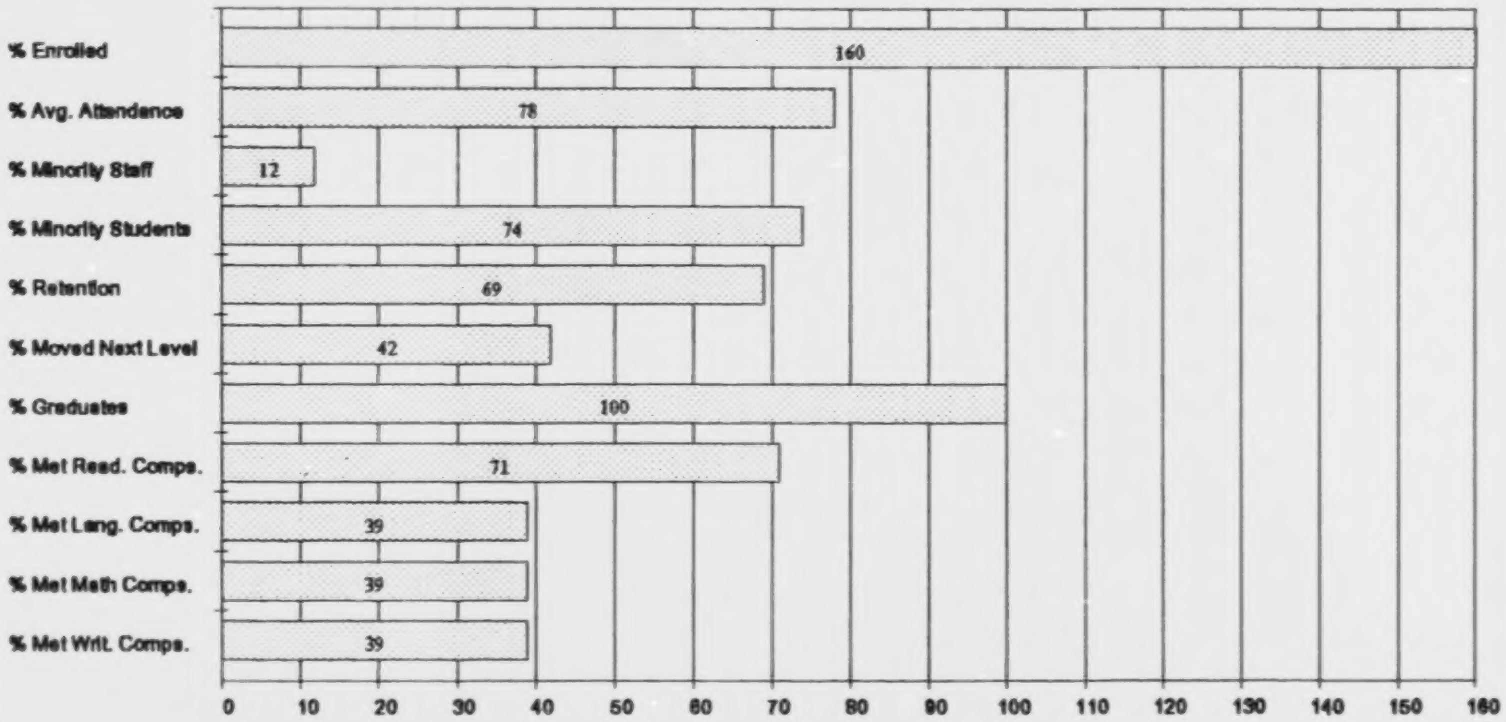
MPS Alternative Schools Evaluation, 1992-93



School Code: B

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
C

This partnership school serves at-risk students, chronic disrupters, behavioral re-assignment students, and students expelled from MPS. About 65% of its students are assigned by the Division of Student Services. The middle school program (grades 7 and 8) is set up to serve at-risk students and chronic disrupters, and has a behavioral modification component. The expulsion program can serve up to 20 students -- all of whom have been classified as chronic disrupters and expelled from the regular school system with the option to voluntarily seek educational services. Fall 1992 demographic data indicate that the school's enrollment was 96% non-White, 61% male and 39% female.

There are 5 FT and 7 PT staff associated with this program. The instructional staff includes 4 FT MPS teachers, 2 PT agency teachers, 1 FT aide, and 1 PT aide. The administration of the program involves 1 PT director and 1 PT education coordinator. The support staff involves 1 PT agency social worker. MPS also provides 1 Psychologist and 1 Social Worker one day per week. The school's staff is 100% non-white.

The sponsoring agency of this partnership school has a host of support services for its clients (and its MPS students), and has a reputation for being a strong youth advocacy organization. Students are loyal to its director and the place seems to be a haven from the ills of gangs and drugs. However, in spite of these qualities, the program was rated a very low *fair* by evaluators. There were major curriculum deficiencies, an emphasis on deficit-based remedial/tutorial education, and there was concern that students were not getting a full-time program. Evaluators were also critical of the facilities. It was felt that the behavioral modification program was an ineffective "holding tank," and that the school had no pedagogic vision. During interviews, high school students spoke about how they are treated by teachers as if they were in elementary education, and indicated they believe that teachers thought that most of them were incapable of any serious academic work. It was evident from classroom observations that students in this school are not challenged academically, nor are they being prepared for post-high school academic work.

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Since the Spring 1992 evaluation, the alternative programs were moved to a more appropriate and adequate wing of the agency's building. However, there is no evidence that any significant improvements have been made to the curriculum. The program continues to be a very expensive remedial-tutorial program, and it is unlikely that students in this program will receive any instruction which will prepare them for post high school job training or college.

Recommendation:

MPS should not continue the practice of placing such a combination of programs in one site. The behavioral re-assignment program at this agency (and in all the other sites visited), is unlikely to make any difference in the behavior of these students, and it is likely to set them further behind in their academics. During the Spring of 1993, only 15% of the projected number of "expelled" students enrolled in this program. Overall, the agency operated at barely 70% of its capacity, and its average monthly attendance was approximately 61%. MPS cannot abdicate its obligation to insist on improved performance by this partnership school. If MPS continues its contracting with this partnership school, its programs must undergo major staffing, curriculum, and organizational re-structuring. Attendance, retention, and academic performance must also improve.

School Code: C

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	80
Enrolled	60
% Enrolled	75%

Staff Demographics
Spring 1993 **

Full-Time	5
Part-time	7
% White	0%
% Afric. Am.	100%
% Hisp.	0%
% Other	0%
Total Staff	**12**

Students Demographics
Fall Semester 1992 ***

% Males	61%
% Females	39%
% White	4%
% Afric. Am.	93%
% Hisp.	2%
% Other	2%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	17%
Language	0%
Math	5%
Writing	0%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	53%	66%	64%
November	51%	62%	78%
December	43%	50%	63%
February	64%		
March	71%		
April	51%		
Year Avg.	**59%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	55	92%	
Moved Next Level	25	42%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	56	9	16
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	1	1	100%
Score on Success Grid	125		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	16,527
Instruction	181,274
Inst. Support	11,000
All Other	174,293
Total	**383,094**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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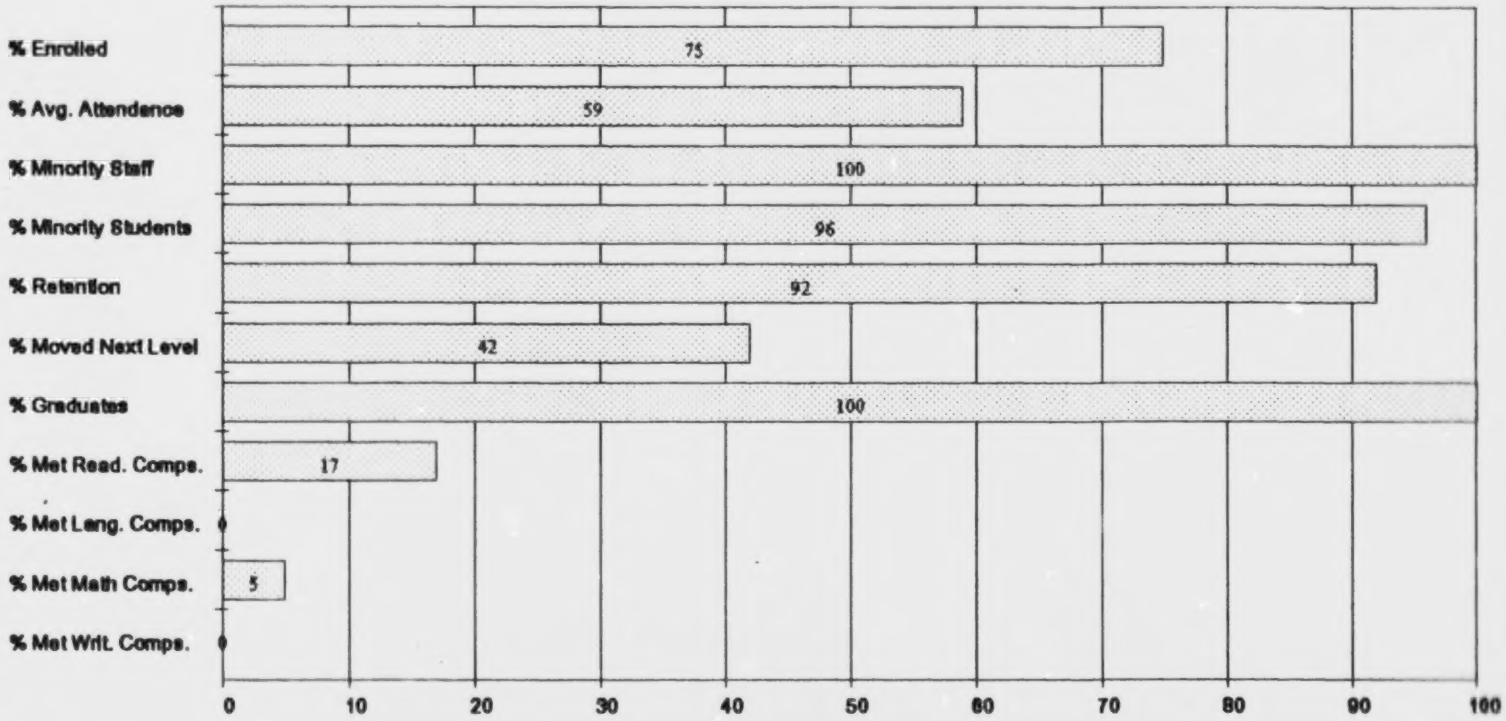
MPS Alternative Schools Evaluation, 1992-93



School Code: C

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
D

This partnership school offers a program for at-risk students (ages 14 to 19) which may lead to a high school diploma. The program offers a very unique competency-based curriculum supported by sound use of computer assisted instruction. Evidence of its competency-based focus is noted everywhere in the building. Particular emphasis is placed on serving pregnant teens. The agency provides a direct link to the necessary supportive services. Fall 1992 demographic data indicate that the school's student enrollment was 96% non-White, 11% male and 89% female.

There are 12 FT staff associated with the program. The instructional staff includes 1 MPS teacher, 5 agency teachers and 1 classroom aide. There is 1 program director, 1 educational coordinator and 2 clerical workers. The support staff includes 1 agency Social Worker, as well as 1 Psychologist and 1 Social Worker provided by MPS, one day per week each. The school's staff is 33% non-White.

Evaluators rated this school as one of the best in the alternative and partnership school network, although they noted a concern for the schools generally low attendance (e.g. 62% during the fall of 1992).

Recommendation:

This partnership school needs to be continued and expanded, if interested in so doing. There is much that some of the MPS alternatives can learn from its use of a competency-based model. One suggestion is that this school be contractually matched into a direct partnership with one of the MPS alternatives evaluated during Phase II of this study (School X) located in its proximity. MPS can contract with School D to train the staff of School X to implement a competency- based curricular model.

School Code: D

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	56
Enrolled	84
% Enrolled	150%

Staff Demographics
Spring 1993 *

Full-Time	12
Part-time	0
% White	67%
% Afric. Am.	33%
% Hisp.	0%
% Other	0%
Total Staff	**12**

Students Demographics
Fall Semester 1992 ***

% Males	11%
% Females	89%
% White	4%
% Afric. Am.	91%
% Hisp.	0%
% Other	5%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	37%
Language	48%
Math	36%
Writing	36%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	60%		
November	60%		
December	58%		
February	61%		
March	66%		
April	48%		
Year Avg.	**62%**		

Acaoemic Outcomes - 1993

	(#)	(%)	
Retention	52	62%	
Moved Next Level	13	15%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	60	48	26
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	8	7	88%
Score on Success Grid	202		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	26,200
Instruction	93,440
Inst. Support	17,710
All Other	70,567
Total	**207,917**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

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**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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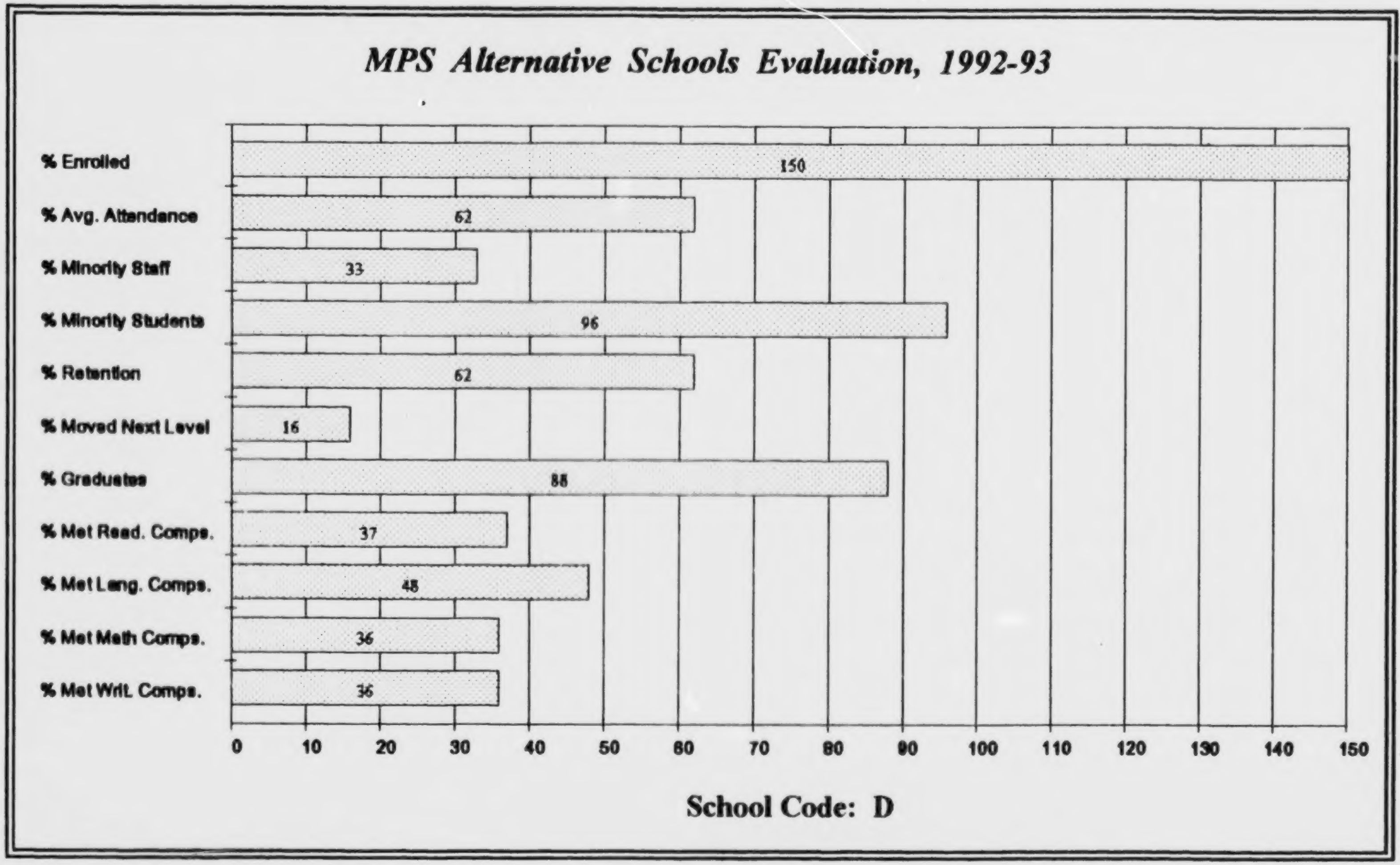

MPS Alternative Schools Evaluation, 1992-93

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MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
E

This partnership school has a program for at-risk female high school students, which may lead to a high school diploma. The focus of the program is the development of competencies in academic, vocational and personal growth. The reduced class size allows for intensive student/teacher interaction. Fall 1992 demographic data indicate that the school's enrollment was 91% non-White and 100% female.

There are 12 FT and 2 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher, 8 FT agency teachers, and 1 PT aide. There are 2 FT program administrators, 1 FT secretary and 1 PT accountant. The support services are provided by MPS in the way of 1 Psychologist and 1 Social Worker, one day per week each. This school's staff is 57% non-White.

Evaluators rated this school high. It has a very good facility and a good academic curriculum. It also has a number of teachers whom students believe are excellent teachers, they respect them and are loyal to them. The focus on girls is well supported among staff and students, and it seems to work very well.

Recommendation:

This partnership school needs to be continued, kept as a high school level alternative, and expanded, if they so desire. MPS should contract with the staff of this school to provide inservice to the staff of one of its own alternatives (School Z), identified in this report as a possible site for an at-risk and behavioral re-assignment middle school for girls. This could lead to a match and articulation of the two programs, and to an increase in the academic standards of the MPS alternative.

School Code: E

MPS ALTERNATIVE/PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	55
Enrolled	88
% Enrolled	160%

Staff Demographics
Spring 1993 **

Full-Time	12
Part-time	2
% White	57%
% Afric. Am.	36%
% Hisp.	7%
% Other	0%
Total Staff	**12**

Students Demographics
Fall Semester 1992 ***

% Males	0%
% Females	100%
% White	9%
% Afric. Am.	90%
% Hisp.	0%
% Other	1%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	70%
Language	45%
Math	32%
Writing	26%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	82%		
November	82%		
December	69%		
February	69%		
March	72%		
April	70%		
Year Avg.	**74%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	68	77%	
Moved Next Level	21	24%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	xx	xx	xx
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	5	3	60%
Score on Success Grid	190		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	75,828
Instruction	154,406
Inst. Support	0
All Other	133,331
Total	**363,565**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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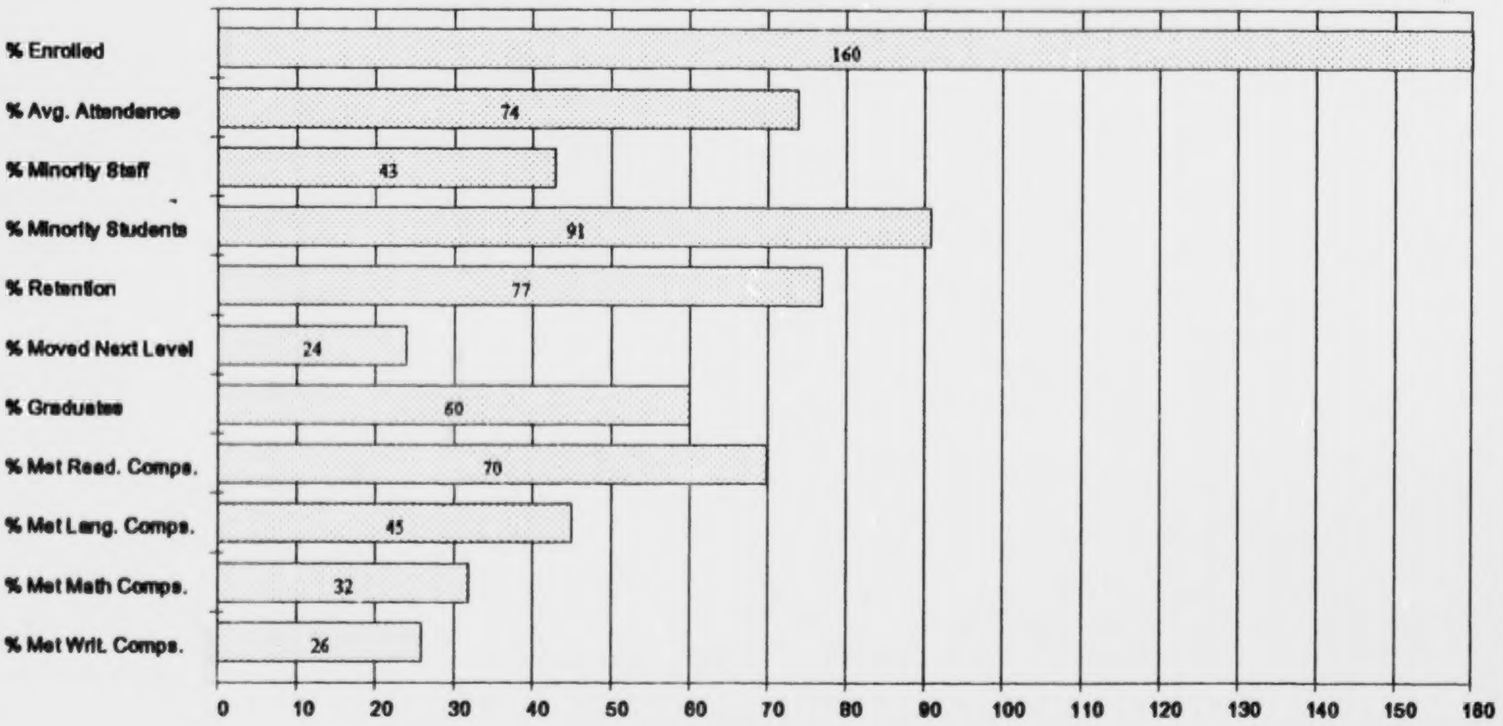
MPS Alternative Schools Evaluation, 1992-93



School Code: E

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
F

This partnership school offers a program which serves at-risk high school students. About 16% of its students are classified as chronic disrupters. According to school officials, the curriculum is Afro-centric and focuses on core subjects with an emphasis on cross-curriculum academic integration. There are many student and family support services offered by the host agency for the program, including job placement opportunities. At the time of its evaluation the school's student enrollment was 97% non-White, 55% males and 45% females.

There are 5 FT staff associated with the program. The instructional staff includes three teachers, one of which is from MPS. There is 1 program administrator and 1 secretary. MPS provides 1 Psychologist and 1 Social Worker, one day per week each. The school's staff is 100% non-White.

This program received the lowest rating by evaluators during Phase I of this evaluation. Evaluators felt strongly that the ambiance of the school was not conducive to learning; that there was no curriculum or any creative use of the agency's resources; and that there was an excessive number of high school credits granted for deficit-based remedial classroom work. Evaluators viewed the program as a "holding tank" for African American students. The facility was also found to be inadequate for the program.

This program was discontinued in the fall of 1992 because it did not have a valid school permit. It was re-opened when it secured a permit in the early Spring of 1993.

Recommendation:

This program, like the programs in schools B, L, O, and P, is small and limited in its ability to deliver an adequate full-time, and statutory legal, high school program. As a matter of policy, MPS needs to decide on the wisdom of funding such small operations. Evaluators felt strongly that this program's parent agency has to show its committed by engaging in a revamping of both its curriculum and program organization. The program also needs to be moved to a facility that is less bleak and depressing.

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School Code: F

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	30
Enrolled	41
% Enrolled	137%

Staff Demographics
Spring 1993 **

Full-Time	5
Part-time	0
% White	100%
% Afric. Am.	0%
% Hisp.	0%
% Other	0%
Total Staff	**5**

Students Demographics
Fall Semester 1992 ***

% Males	53%
% Females	47%
% White	6%
% Afric. Am.	94%
% Hisp.	0%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 **'

Reading	62%
Language	32%
Math	24%
Writing	18%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	xx		
November	59%		
December	49%		
February	41%		
March	43%		
April	57%		
Year Avg.	**51%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	32	78%	
Moved Next Level	3	7%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	30	13	6
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	4	4	100%
Score on Success Grid	101		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	26,422
Instruction	61,902
Inst. Support	0
All Other	53,188
Total	**141,512**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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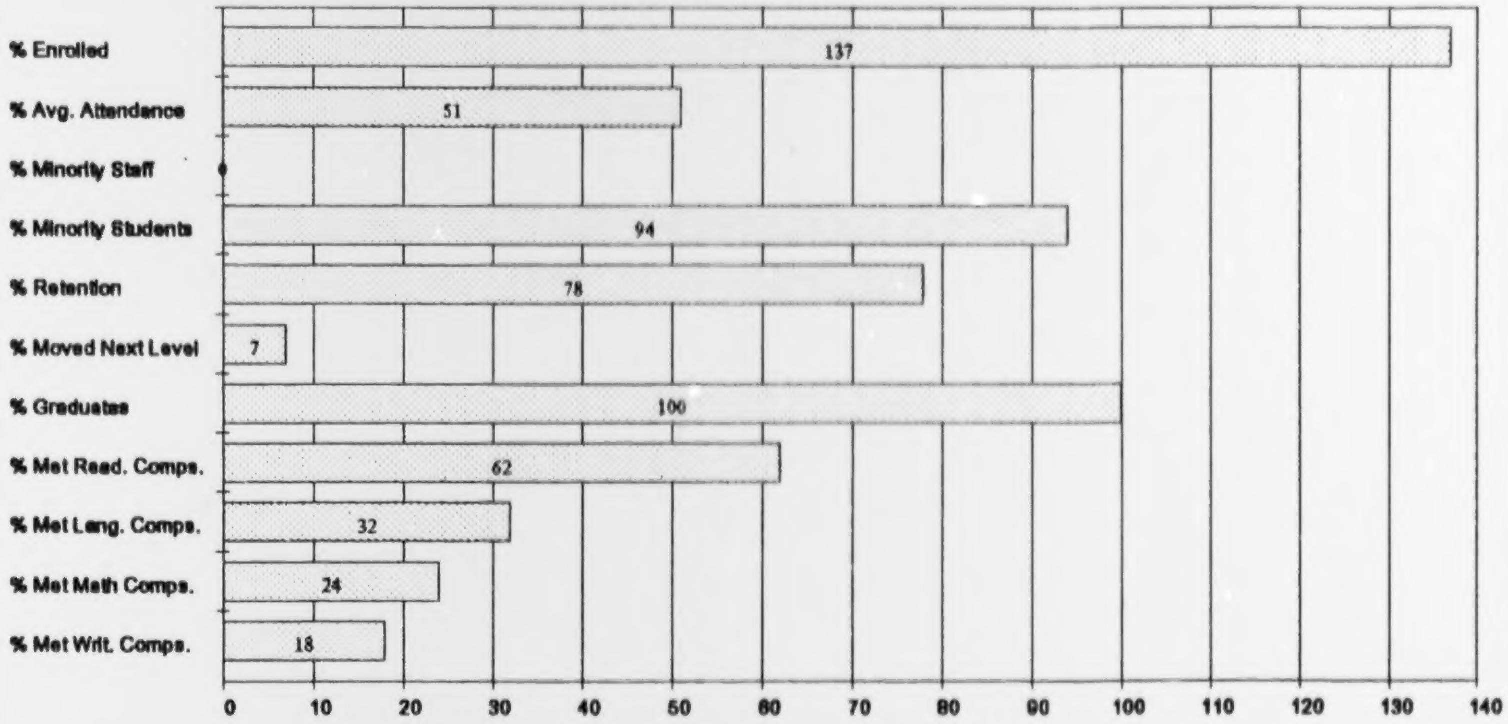
MPS Alternative Schools Evaluation, 1992-93



School Code: F

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
G

This partnership school offers a program for at-risk high school students. The curriculum is multi-ethnic and can lead to a high school diploma. Supportive services are extensive and include an emphasis on AODA prevention. Fall 1992 demographic data indicate that the school's enrollment was 96% non-white, 45% male and 55% female.

There are 6 FT and 5 PT staff associated with this program. The instructional staff includes 1 FT MPS teacher, 4 FT agency teachers, and 3 PT classroom aides. The administration of the program involves 1 PT youth director and 1 PT chief program officer. There is also 1 FT secretary. MPS provides a Psychologist and a Social Worker, one day per week each. The school's staff is 64% non-white.

This program was rated as very good among by evaluators. The program also offers a comprehensive curriculum and attracts external educational expertise to work with students. It is characterized by a high level of commitment to students and a "family" atmosphere. Most students feel great loyalty to the school and its staff. Staff is diverse in their academic preparation. A Chapter I computer-assisted instructional program provides academic support.

The program was rated low on facilities and cleanliness. The school moved to a new and much better facility during the 1992-93 academic year, it is expected that it will now be more physically appealing to students and parents.

Recommendation:

This program has great potential. It should be continued and expanded. The program should specialize more in the use of a multicultural curriculum of social transformation, one which engages its students in more meaningful community service work.

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	56
Enrolled	76
% Enrolled	136%

Staff Demographics
Spring 1993 **

Full-Time	6
Part-time	5
% White	36%
% Afric. Am.	64%
% Hisp.	0%
% Other	0%
Total Staff	**11**

Students Demographics
Fall Semester 1992 ***

% Males	45%
% Females	55%
% White	4%
% Afric. Am.	96%
% Hisp.	0%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	59%
Language	37%
Math	20%
Writing	18%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	86%		
November	83%		
December	93%		
February	85%		
March	84%		
April	84%		
Year Avg.	**85%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	52	68%	
Moved Next Level	12	16%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	xx	xx	xx
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	7	1	14%
Score on Success Grid	175		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	25,000
Instruction	153,000
Inst. Support	0
All Other	115,208
Total	**293,208**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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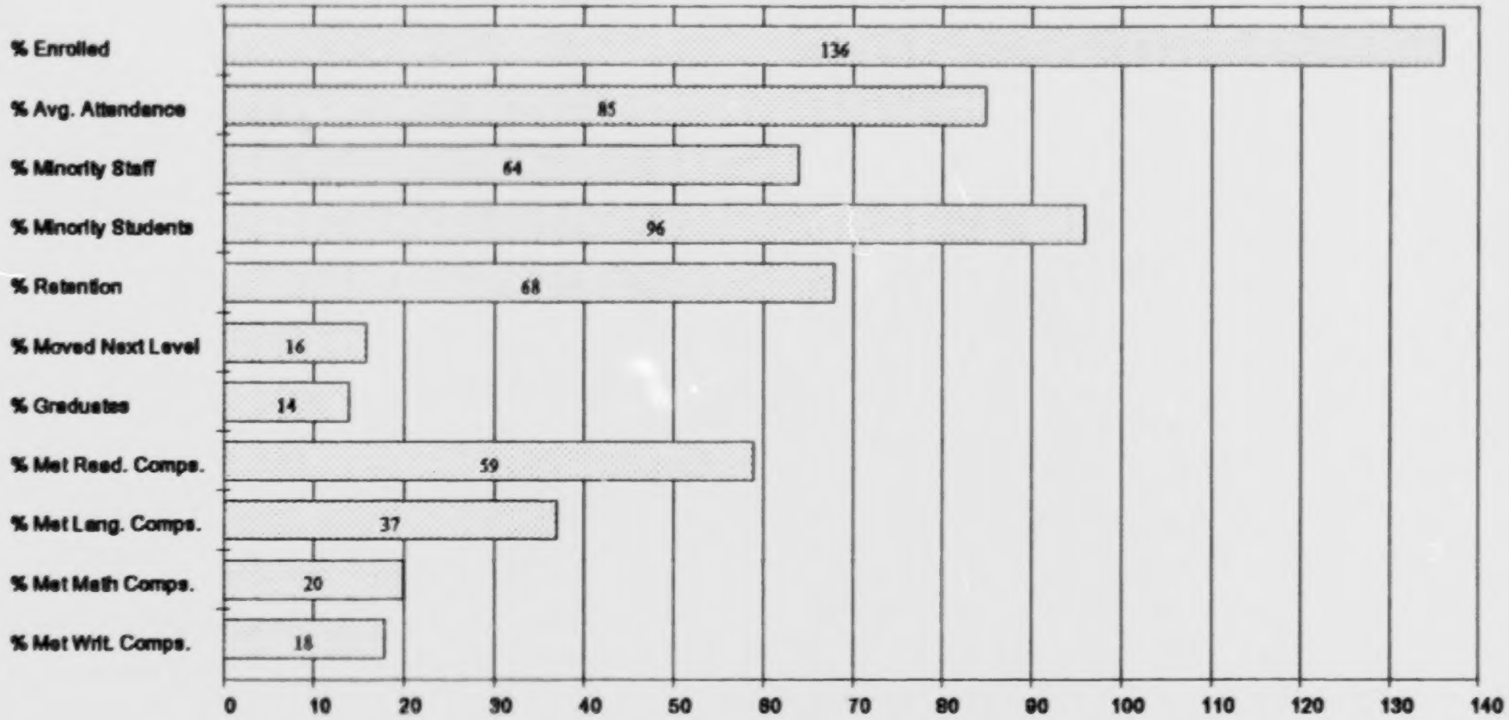
MPS Alternative Schools Evaluation, 1992-93



School Code: G

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
H

This partnership school offers a program for at-risk high school students. Academic credits are awarded from a core curriculum of high school courses and for demonstrated mastery of 300 skills and areas of essential knowledge. The full-day program can lead to an MPS diploma or to a high school diploma granted by the partnership school, which has its own diploma granting authority in collaboration with a prestigious private high school. Fall 1992 demographic data indicate that this school's student enrollment was 93% non-White, 49% male and 51% female.

There are 11 FT staff associated with the program. The instructional staff includes 1 MPS teacher and 8 agency teachers. There is 1 director/principal and 1 secretary. MPS provides 1 Psychologist and 1 Social Worker, one day per week each. The school's staff is 27% non-White. There is a major discrepancy between the racial composition of the staff and that of the student body.

This partnership school was rated the highest of the best by evaluators. The school stands as a first class college preparatory school for at-risk youth. It outperforms regular MPS high schools on many academic variables. The academic quality of its program, its unique assessment and graduation requirements, its challenging curriculum, the high level of student and staff satisfaction with the school, and its democratic approach to decision-making make this school one of the most successful models of its kind in the nation. Evaluators did express concern, however, with the inadequacies of the facility and the minimal computer hardware; and they were concerned that staff was too lenient in allowing certain social behaviors among students that, if not changed, could affect their success in a collegiate setting, regardless of how successful they were at this high school.

Without a doubt, the academic quality of this program, its emphasis on critical thinking skills, and its high level of meaningful community involvement, makes it a model other MPS traditional and alternative high schools should learn from.

Recommendations:

This school stands as proof that academic excellence is possible in a community-based partnership school and there should not be reasons why it cannot be replicated in other partnership schools. This school needs to move out of its current facility so it can expand its science and computer technology components. MPS should help this school acquire better facilities. It should enter into a contract with this school to run an academically challenging Junior and Senior Institute for at-risk students in one of the buildings currently occupied by one of its expensive and poorly rated middle and/or high school programs. School S would be an ideal site for this experiment.

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School Code: H

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	H
Capacity	80
Enrolled	112
% Enrolled	140%

Staff Demographics Spring 1993 **	
Full-Time	11
Part-time	0
% White	73%
% Afric. Am.	27%
% Hisp.	0%
% Other	0%
Total Staff	**11**

Students Demographics Fall Semester 1992 ***	
% Males	49%
% Females	51%
% White	7%
% Afric. Am.	91%
% Hisp.	1%
% Other	1%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	61%
Language	37%
Math	31%
Writing	16%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	87%		
November	78%		
December	78%		
February	75%		
March	80%		
April	75%		
Year Avg.	**79%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	98	88%	
Moved Next Level	70	63%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	xx	xx	xx
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	23	20	87%
Score on Success Grid	213		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	61,066
Instruction	189,034
Inst. Support	0
All Other	162,580
Total	**412,680**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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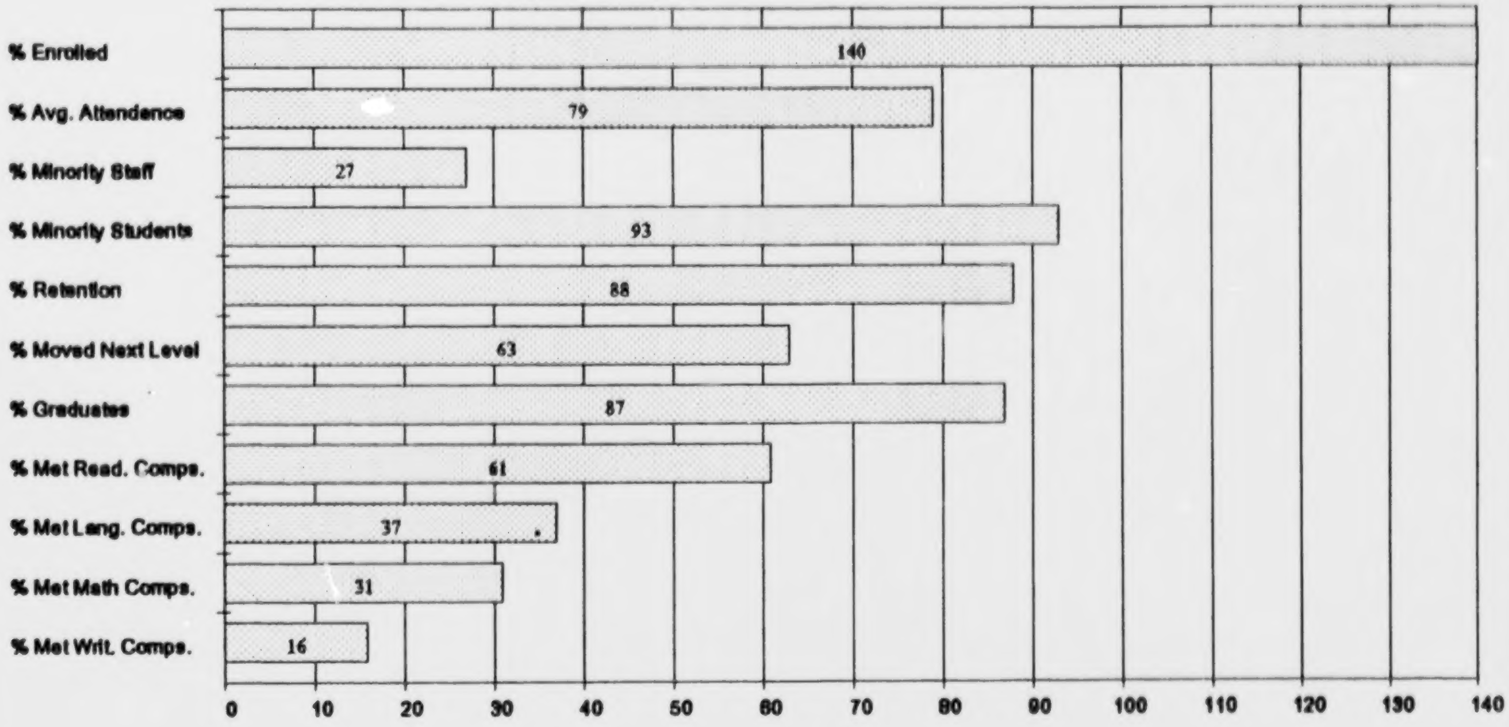
MPS Alternative Schools Evaluation, 1992-93



School Code: H

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
I

This partnership school offers a program for at-risk high school students. The curriculum leads to a high school diploma and has a special focus on serving school-age parents. Fall of 1992 demographic data indicate that the school's student enrollment was 58% non-white, 23% male and 77% female.

There are 9 FT and 2 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher, 5 FT agency teachers, and 1 PT aide. There are 2 FT administrators and 1 PT secretary. Support staff involves 1 PT social worker, as well as 1 psychologist and 1 social worker provided by MPS, one day per week each. Only 9% of the school's staff is non-White. There is a major discrepancy between the racial composition of the staff and that of the student body.

The evaluation teams rated this school among the top schools in the partnership network. It has a well organized curriculum, an excellent computer lab, and a gamut of excellent support services for its students. It has an excellent and committed staff that dedicate substantial time to planning and curriculum development. Its students are loyal to the school and academically engaged. The school operates out of an excellent facility, and there is little doubt that resources clearly followed the students in the form of computers, art programs, and other health services.

Recommendation:

This partnership school is made unique by its nurturing and parenting program and its emphasis on health. Its director has been very successful networking with health related agencies. This makes this program an ideal site for specialized academic experimentation. It could become a specialty among partnership schools in the areas of public health and parenting, and the first school in the system to bring together at-risk boys and girls in the critical exploration of these social and human issues. The school could collaborate with community-based health providers to connect its students to community health and parenting internships. MPS should work closely with the staff of this school to explore these possibilities.

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School Code: I

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	H
Capacity	90
Enrolled	113
% Enrolled	126%

Staff Demographics Spring 1993 **	
Full-Time	9
Part-time	2
% White	91%
% Afric. Am.	0%
% Hisp.	0%
% Other	9%
Total Staff	**11**

Students Demographics Fall Semester 1992 ***	
% Males	23%
% Females	77%
% White	42%
% Afric. Am.	24%
% Hisp.	27%
% Other	7%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	66%
Language	49%
Math	49%
Writing	36%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	72%		
November	64%		
December	62%		
February	69%		
March	66%		
April	60%		
Year Avg.	**73%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	84	74%	
Moved Next Level	50	44%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	80	44	13
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	15	9	60%
Score on Success Grid	211		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	85,970
Instruction	181,255
Inst. Support	11,000
All Other	184,235
Total	**462,460**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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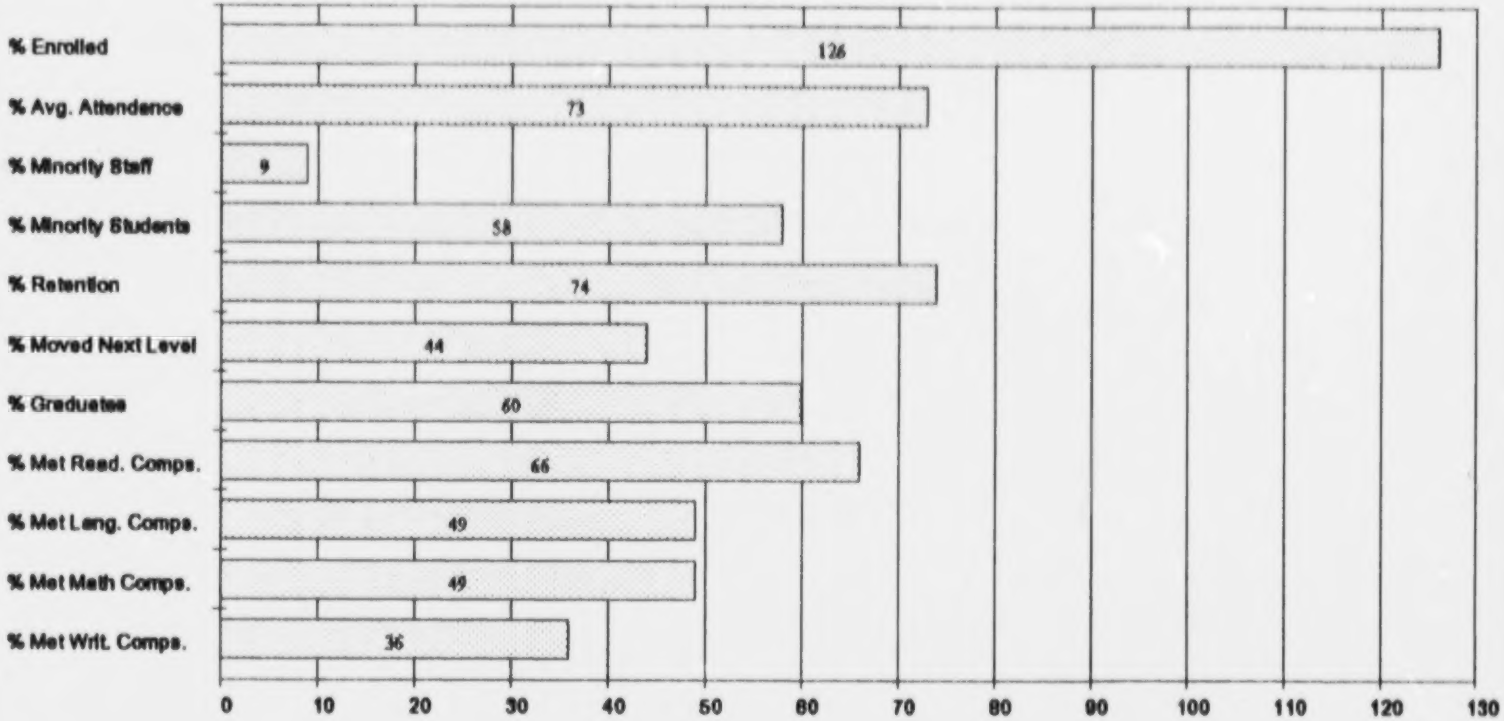
MPS Alternative Schools Evaluation, 1992-93



School Code: I

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
J

This partnership school has a program for at-risk middle school students. The program's emphasis is on meeting MPS competency standards while accelerating academic achievement. Upon completion of the program, students may enter a regular MPS or alternative high school. There are extensive support services available to students, and the school knows how to access many community outreach resources for its students and their families. Fall 1992 demographic data indicate that 92% of the school's student enrollment was non-White, 65% male and 35% female.

There are 4 FT and 3 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher and 2 FT agency instructors. The program administration involves 1 FT director and 1 PT coordinator. There is also 1 PT clerical worker and 1 PT accountant. Student support services are provided by MPS in the way of 1 Psychologist and 1 Social worker, one day per week each. The staff of this school is 100% non-White.

This school was rated as *good* by evaluators. Its academic program was viewed as fair, because it needs more academic focus and should strive to make better use of computer resources -- which the agency had, but did not know how to use. The school places a major emphasis on changing the students' behavior by using lots of self-esteem building. However, evaluators felt that there was an excessive use of authoritarian disciplining practices which students, especially the girls, resented. The school also separates the boys from the girls in self-contained classrooms. Over the past year, some positive changes have been made regarding these matters.

Recommendation:

This school should be continued and expanded. It is a fairly good middle school model with potential. Unlike other partnership schools with a small number of students, this school invests its resources in getting more instructional staff to work with its students. Its focus on building students' confidence and self-esteem is commendable. MPS needs to assist this program so that it can make better use of its computer technology.

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School Code: J

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	M
Capacity	31
Enrolled	35
% Enrolled	113%

Staff Demographics Spring 1993 **	
Full-Time	4
Part-time	3
% White	0%
% Afric. Am.	100%
% Hisp.	0%
% Other	0%
Total Staff	7

Students Demographics Fall Semester 1992 ***	
% Males	65%
% Females	35%
% White	9%
% Afric. Am.	85%
% Hisp.	0%
% Other	6%

Percent Students Meeting Competencies - Fall 1992 **'	
Reading	30%
Language	2%
Math	11%
Writing	0%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	82%		
November	81%		
December	81%		
February	80%		
March	79%		
April	79%		
Year Avg.	**81%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	35	100%	
Moved Next Level	12	34%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	32	19	2
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	N/A	N/A	N/A
Score on Success Grid	170		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	38,455
Instruction	87,104
Inst. Support	0
All Other	70,199
Total	**195,758**

135

136

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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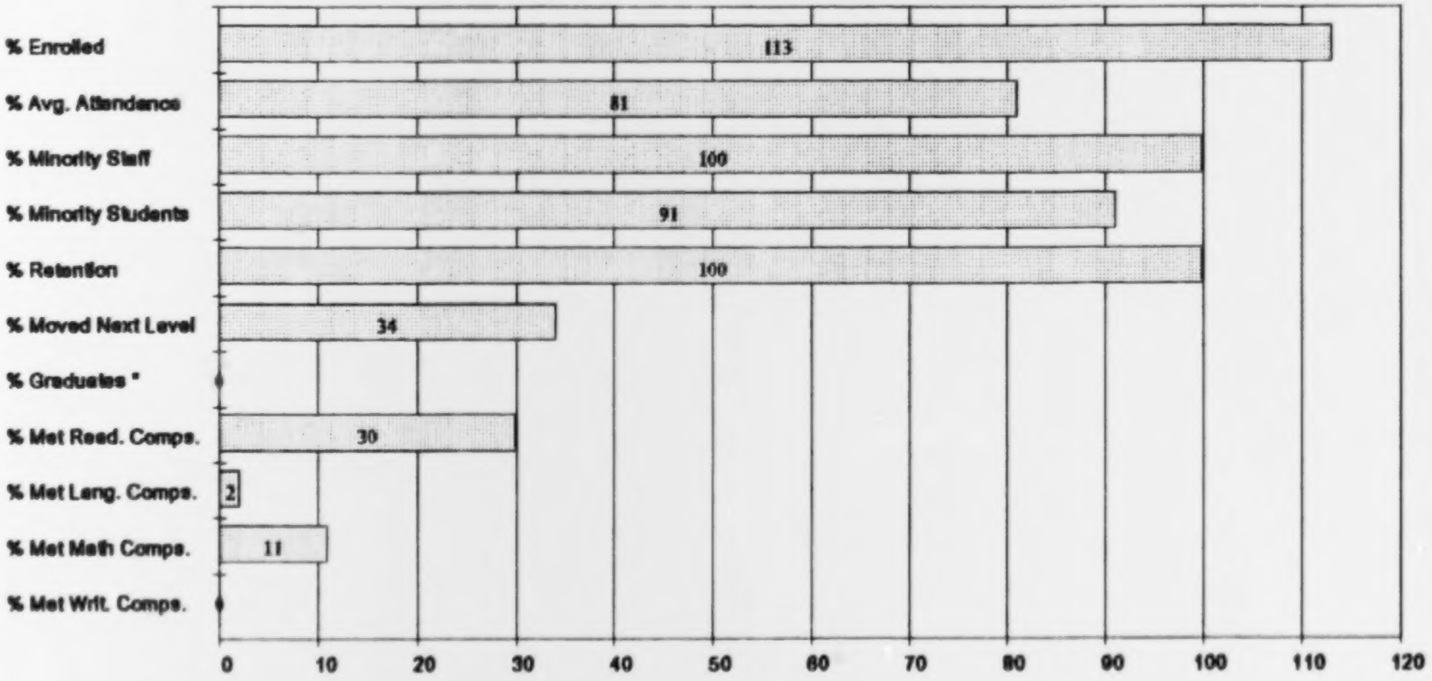
MPS Alternative Schools Evaluation, 1992-93



School Code: J*

* School "J" is a middle school. Therefore, its academic outcomes do not include graduating seniors.

MPS Alternative / Partnership Schools Evaluation
Phase I: Partnership Schools

School Code:
K

This partnership school offers a program which serves at-risk middle school students. Upon completion of the program, students may enter a regular MPS or alternative high school. The program is targeted toward 14 and 15 year old students who are deemed potential drop-outs. The program combines basic skills, computer skills and life learning skills. It also provides the students with extensive opportunities to connect with community resources and the business sector. Fall 1992 demographic data indicate that its student enrollment was 84% non-White, 72% male and 28% female.

There are 4 FT and 8 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher, 1 FT agency instructor, 1 FT teacher aide, 1 PT art teacher, and 1 PT athletics coordinator. The support staff includes 1 FT social worker 1 PT gang intervention counselor, 1 PT AODA counselor, and 1 PT youth counselor. The program administration involves 1 PT director and 1 PT education coordinator. There is also 1 PT clerical worker. The school's staff is 67% non-White.

This partnership school was rated as *a low fair* by evaluators. Evaluators noted deficiencies in its curriculum design and its assessment and grading practices. At the time of the evaluation there was only one MPS teacher working with some 30 students. Subject content in areas outside of the teacher's expertise were not being taught. Evaluators found that the school's student discipline practices involved an unacceptable excessive use of physical exercising which needed to be changed. Over the past year, most of these deficiencies have been positively addressed. A new educational coordinator was hired and more staff were added to the program.

Recommendation:

This school can become a good bilingual middle school specialty with a focus on community service. Its host agency offers a gamut of cultural and youth support services available to its partnership school students. It has also made a sound fiscal and programmatic commitment to the program. Over the past two years it has taken a major interest in alternative education and community development, and it is currently building its own state-of-the art facility for the school. The school needs to continue to improve its curriculum and its instructional delivery, and it needs to maintain good school leadership for the program, something it has not done well in the past.

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School Code: K

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	M
Capacity	30
Enrolled	70 *****
% Enrolled	233%

Staff Demographics Spring 1993 **	
Full-Time	4
Part-time	8
% White	33%
% Afric. Am.	0%
% Hisp.	67%
% Other	0%
Total Staff	**12**

Students Demographics Fall Semester 1992 ***	
% Males	72%
% Females	28%
% White	16%
% Afric. Am.	19%
% Hisp.	63%
% Other	3%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	21%
Language	0%
Math	18%
Writing	0%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	92%		
November	90%		
December	89%		
February	69%		
March	63%		
April	68%		
Year Avg	**87%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	62	89%	
Moved Next Level	12	17%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	23	5	1
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	N/A	N/A	N/A
Score on Success Grid	127		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	6,705
Instruction	81,470
Inst. Support	19,890
All Other	55,715
Total	**163,780**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

***** ***End-of-year enrollment figures reported by this partnership school may have included middle school students in its "Choice" program. Consequently, this gives the appearance of more students served than actually served in the Middle School Alternative Program.***

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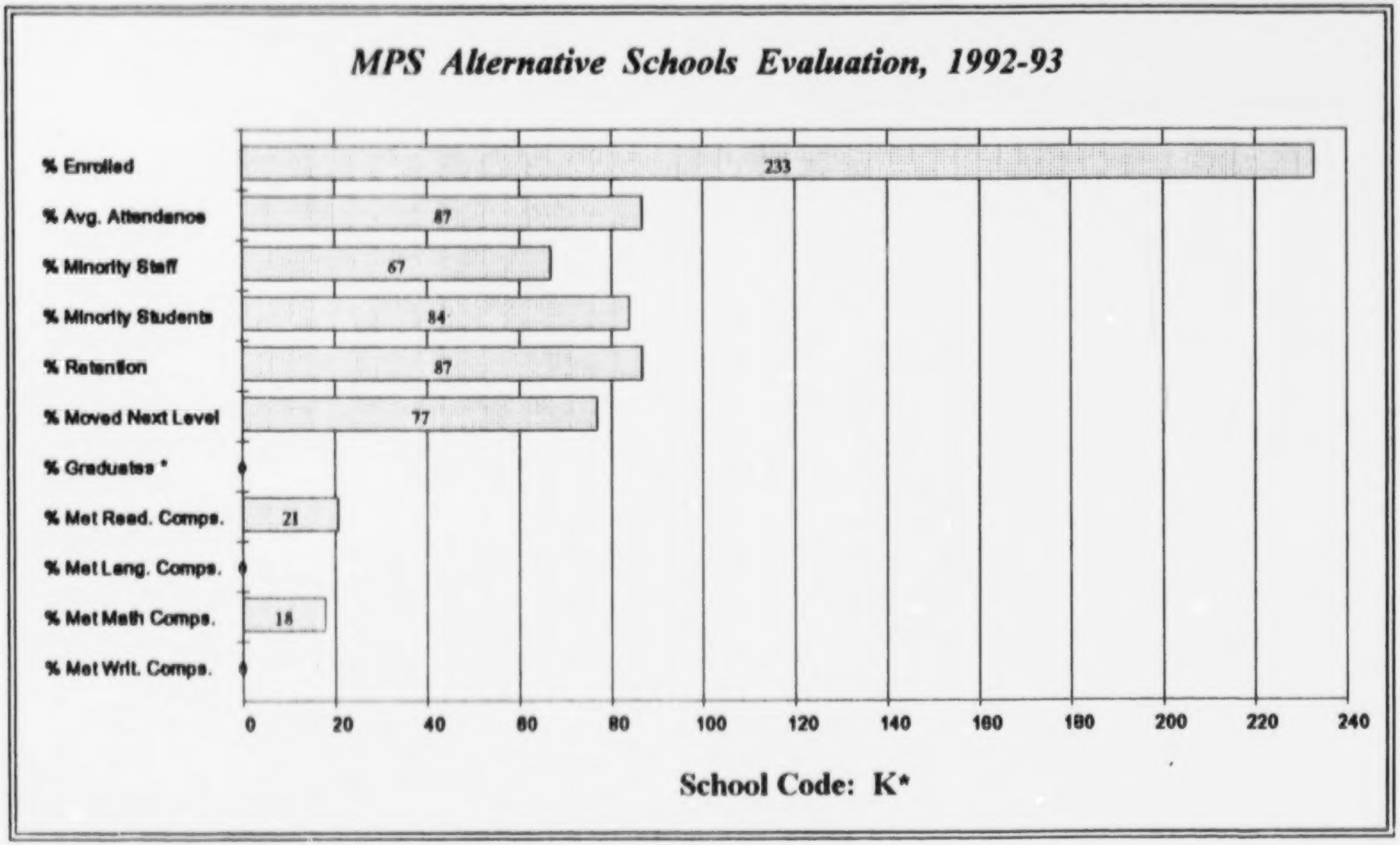

MPS Alternative Schools Evaluation, 1992-93

School Code: K*

* School "K" is a middle school. Therefore, its academic outcomes do not include graduating seniors.

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
L

This partnership school offers a program primarily for at-risk high school students. Approximately 12% of its students are classified as chronic disrupters. According to program officials, the program offers a full day high school which can lead to an MPS diploma. Fall of 1992 data indicate that 98% of the school's enrollment is non-White, 42% male and 58% female.

There are 4 FT and 6 PT staff associated with this program. The instructional staff includes 1 FT MPS teacher, 2 PT agency teachers, 2 PT tutors and 1 FT academic mentor. The support staff includes 2 PT counselors, and MPS provides the services of a psychologist and a social worker one day per week. There is 1 FT administrator and 1 FT secretary. The school's staff is 80% non-White.

This partnership school received a low *poor* rating by evaluators. It was felt that the program could not deliver on its promise of a full high school curriculum (e.g., no science or advanced math is offered). Its staff provides --almost exclusively-- deficit-based remedial individualized education. They also appear to be steering some of their students towards working on their High School Equivalency Diploma (HSED), a practice that could be in violation of Wisconsin's At-Risk legislation. The program is also heavily staffed, but has so few students attending daily (around 10-12) that such staffing appears unnecessary. The program leases space in a building of a community-based organization that runs, on the same floor, another comparable MPS funded partnership high school program. Both programs share staff and enroll students in other host agency services. Both programs have such low attendance that together --on any given day-- they may have at most 25 students. Evaluators felt that this made little sense. Students interviewed liked the staff, but they felt the program does not challenge them academically, nor will it prepare them for further education.

Recommendation:

It is difficult to understand why two programs that offer comparable services are needed in the same facility, especially when their enrollment and attendance are so low that they do not justify this expenditure. The curriculum and organization of this program is totally inconsistent with the research literature on what works well with at-risk youth. It can only be described as a well intended "holding tank." The program needs major academic re-structuring, a new facility, substantial staff inservice, and a lot of MPS technical assistance. It also needs to distinguish itself from School P, with which it currently shares facilities.

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School Code: L

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

SCHOOL PROFILES - SELECTED STATISTICS *

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	45
Enrolled	52
% Enrolled	116%

Staff Demographics
Spring 1993 **

Full-Time	4
Part-time	6
% White	20%
% Afric. Am.	60%
% Hisp.	20%
% Other	0%
Total Staff	**10**

Students Demographics
Fall Semester 1992 ***

% Males	42%
% Females	58%
% White	3%
% Afric. Am.	95%
% Hisp.	3%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	33%
Language	15%
Math	8%
Writing	5%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	47%		
November	54%		
December	48%		
February	43%		
March	34%		
April	16%		
Year Avg.	**38%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	37	71%	
Moved Next Level	5	10%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	25	17	13
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	2	0	0%
Score on Success Grid	92		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	41,201
Instruction	76,757
Inst. Support	17,520
All Other	102,972
Total	**238,450**

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* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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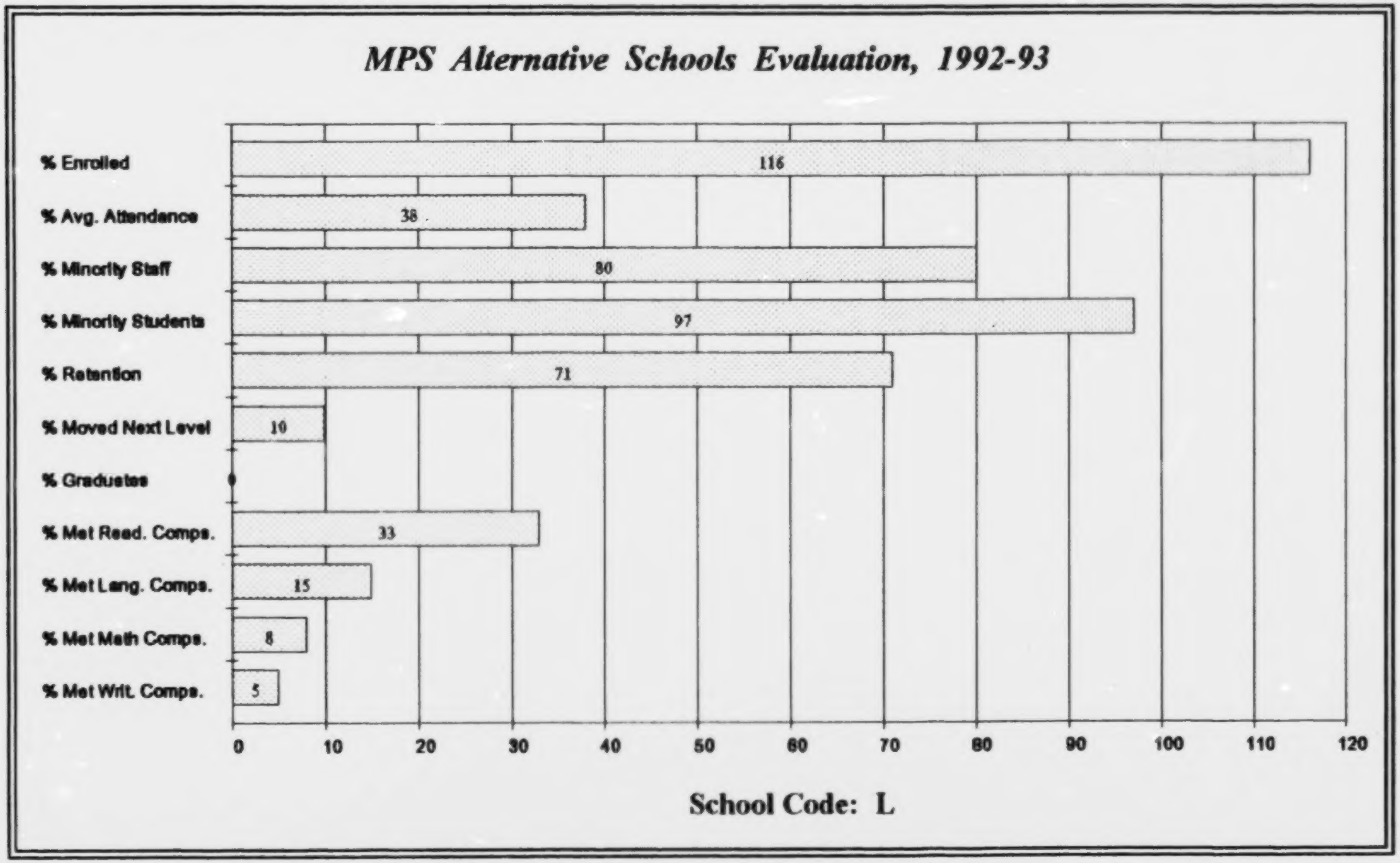
MPS Alternative Schools Evaluation, 1992-93
% Enrolled
116
% Avg. Attendance
38
% Minority Staff
80
% Minority Students
97
% Retention
71
% Moved Next Level
10
% Graduates
0
% Met Read. Comps.
33
% Met Lang. Comps.
15
% Met Math Comps.
8
% Met Writ. Comps.
5
0
10
20
30
40
50
60
70
80
90
100
110
120
School Code: L

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
M

This partnership school has a program for middle and high school at-risk students. About 10% of its students are chronic disrupters. According to program officials, it offers a full day academic curriculum which can lead to grade level advancement and, ultimately, an MPS high school diploma. The program is new to the partnership network, and new to the network of education oriented community-based organizations. Fall 1992 data indicate that the school's student enrollment was 93% non-White, 51% male and 49% female.

There are 11 FT and 2 PT staff associated with the school. The instructional staff includes 2 FT MPS teachers and 4 FT agency teachers. The support staff includes 1 FT counselor, 1 FT outreach specialist and 1 FT art therapist. Clerical staff includes 1 PT accountant. There is also 1 PT food services worker. The school is overseen by 1 FT Executive Director and 1 FT administrator. The school's staff is 61% non-White.

This program has several good qualities. The director is committed to the educational development of the youth. The program is located in a very nice leased facility, and there is ample room and opportunity for students to engage extracurricular activities.

However, this program received a low *fair* rating by evaluators. Several concerns were raised relative to its viability and future as a program: there was an absence of a focused curriculum, and it appeared unlikely that high school students would be able to take the courses needed to complete a high school diploma; the nature of the instructional activity was mostly remedial and disorganized; and there was noticeable student resistance to program activities (during the interviews some students were very negative about the program and the absence of challenging academic activities). Although some teachers appeared hopeful and committed to at-risk youth, at least one teacher made it clear during the interviews that he wanted "out" of the school as soon as possible. Another concern of evaluators was that students in this school behaved with notable disrespect for staff and visitors. Staff appeared to have abdicated their responsibility to curtail students' use of foul language and disruptive behavior, even in the presence of evaluators.

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Recommendation:

If continued, this partnership school needs a major re-structuring of its curriculum: it needs to translate the rhetoric of educational quality espoused by its director and other staff members into a challenging academic program that does not bore it students; and it needs to prepare its staff to deliver on such a curriculum. as opposed to the current deficit-based remedial nature of its instructional delivery. Staff at this school also have to take charge. The current program is unlikely to change the lamentable student behavior observed by evaluators. This program is also too young to be spanning a middle to high school program. It should decide which one it can do best and limit itself to either a middle school or high school program.

School Code: M

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	MH
Capacity	60
Enrolled	82
% Enrolled	137%

Staff Demographics Spring 1993 **	
Full-Time	11
Part-time	2
% White	38%
% Afric. Am.	62%
% Hisp.	0%
% Other	0%
Total Staff	**13**

Students Demographics Fall Semester 1992 ***	
% Males	51%
% Females	49%
% White	7%
% Afric. Am.	83%
% Hisp.	7%
% Other	3%

Percent Students Meeting Competencies - Fall 1992 ***	
Reading	33%
Language	17%
Math	11%
Writing	7%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	68%		
November	74%		
December	68%		
February	65%		
March	74%		
April	82%		
Year Avg.	**70%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	68	83%
Moved Next Level	49	60%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	58	46	13

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	4	1	25%

Score on Success Grid	125
Grid Mean Score	133.52

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	70,000
Instruction	120,280
Inst. Support	4,000
All Other	137,280
Total	**331,560**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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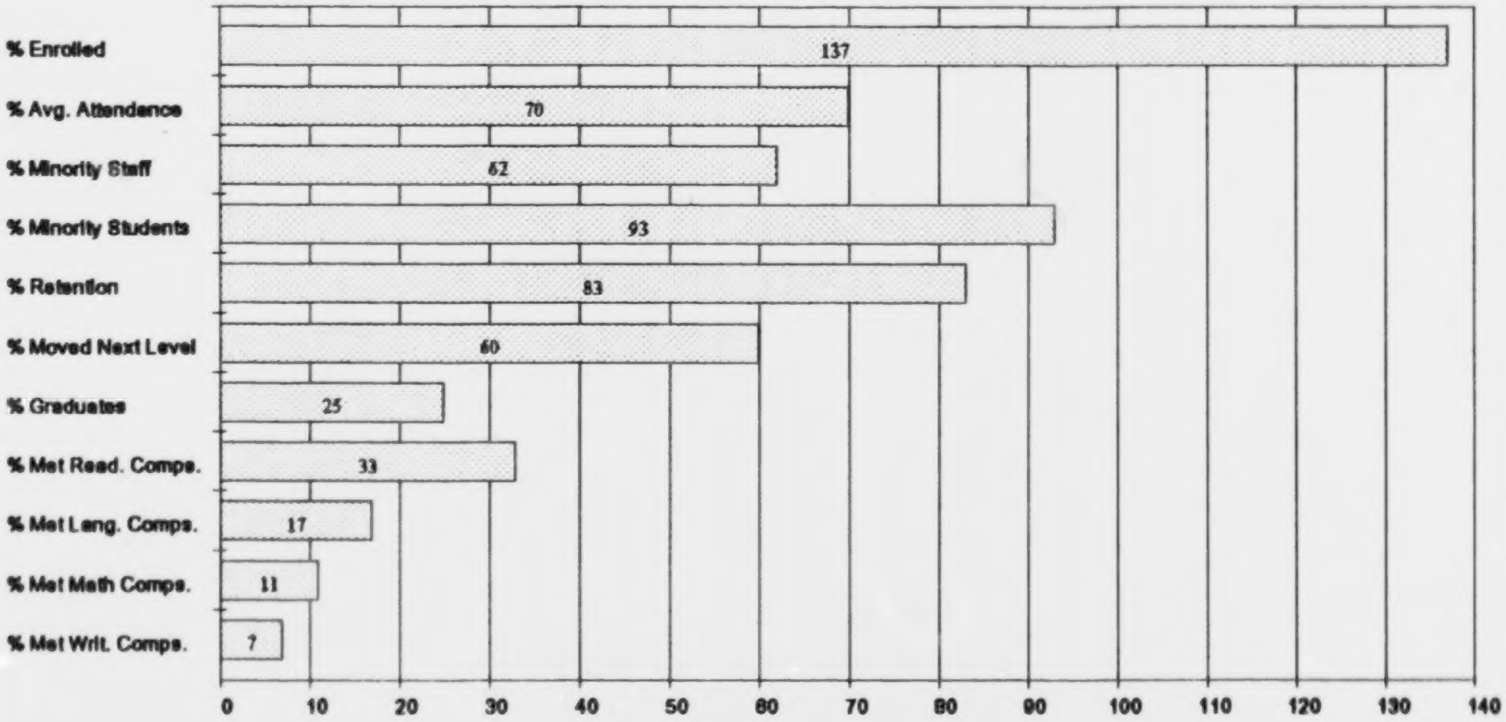
MPS Alternative Schools Evaluation, 1992-93



School Code: M

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
N

This school is significantly different from any of the other partnership programs evaluated during Phase II of this evaluation. Its primary features are two student support programs that provide substantial services to students enrolled in adult high school courses at a local community and technical college. One program component serves at-risk students (17-20 years of age) who can take up to 10 carnegie units in courses towards their high school graduation. Another program serves at-risk students (16-18 years of age) who have been excused from regular school attendance. These students are able to take courses at the college's adult high school program towards completion of their high school graduation requirements. Various project outreach specialists and at least two full-time counselors provide academic advising and other supportive services. Students are generally referred by MPS, but under the state's Chapter 118.153, at-risk students can request placement in the program at MPS expense. Fall 1992 data indicate that the program's enrollment was 69% non-White, 51% male and 49% female.

Evaluators gave this program a *good* rating. It is an ideal setting for mature and older students who wish to be in classes with adult college students. However, evaluators felt that program officials were unnecessarily too resistant to evaluation, in part because they didn't want to be treated as an alternative or partnership school. Yet the program operates very much like other alternatives.

Evaluators also felt that the MPS resources which go towards this program --which are substantial--, subsidized other college adult high school support activities. Yet, in spite of the large number of support staff, the alternative high school program has serious problems with student attendance (average fall 1992 semester attendance reported was 43% for one program and 82% for the other, and April 1993 attendance for both programs averaged out to 70%). Concerns were also raised about the length of time it takes a student to graduate from the program; and the possibility, revealed during interviews, that students may be opting for a High School Equivalency Diploma (HSED) rather than completing their high school coursework, a practice that would violate the intent of the state's At-Risk Legislation. [Data was not available to determine the programs' rate of timely high school completion and how many students may be opting for an HSED.]

Recommendation:

This program is both necessary and authorized by state statutes. MPS needs to improve its articulation with this college to ensure that at-risk students who transfer to this program are mature enough, and academically capable, of working towards completion of their high school diploma in collegiate classrooms with students who are generally much older than they. At-risk students who lack persistence and maturity may lose disposition, not attend classes, wait until they are of age, and then take the HSED in lieu of completion of their high school program.

School Code: N

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	140
Enrolled	241
% Enrolled	172%

Staff Demographics
Spring 1993 **

Full-Time	xx
Part-time	xx
% White	xx
% Afric. Am.	xx
% Hisp.	xx
% Other	xx
Total Staff	xx

Students Demographics
Fall Semester 1992 ***

% Males	51%
% Females	49%
% White	31%
% Afric. Am.	61%
% Hisp.	7%
% Other	1%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	63%
Language	49%
Math	53%
Writing	41%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	37%	82%	
November	34%	73%	
December	25%	79%	
February			
March			
April			
Year Avg.	**58%**	77%	

Academic Outcomes - 1993

	(#)	(%)	
Retention	121	50%	
Moved Next Level	49	20%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	83	36	0
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	32	15	47%
Score on Success Grid	163		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93 **

Adm/Cler.	xx
Instruction	xx
Inst. Support	xx
All Other	xx
Total	**488,202**

157 158

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics were not available for this partnership school. Students in these programs are enrolled in existing courses. No courses are specifically created for the alternative school program.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

***** *Budget data could not be disaggregated for this school.*

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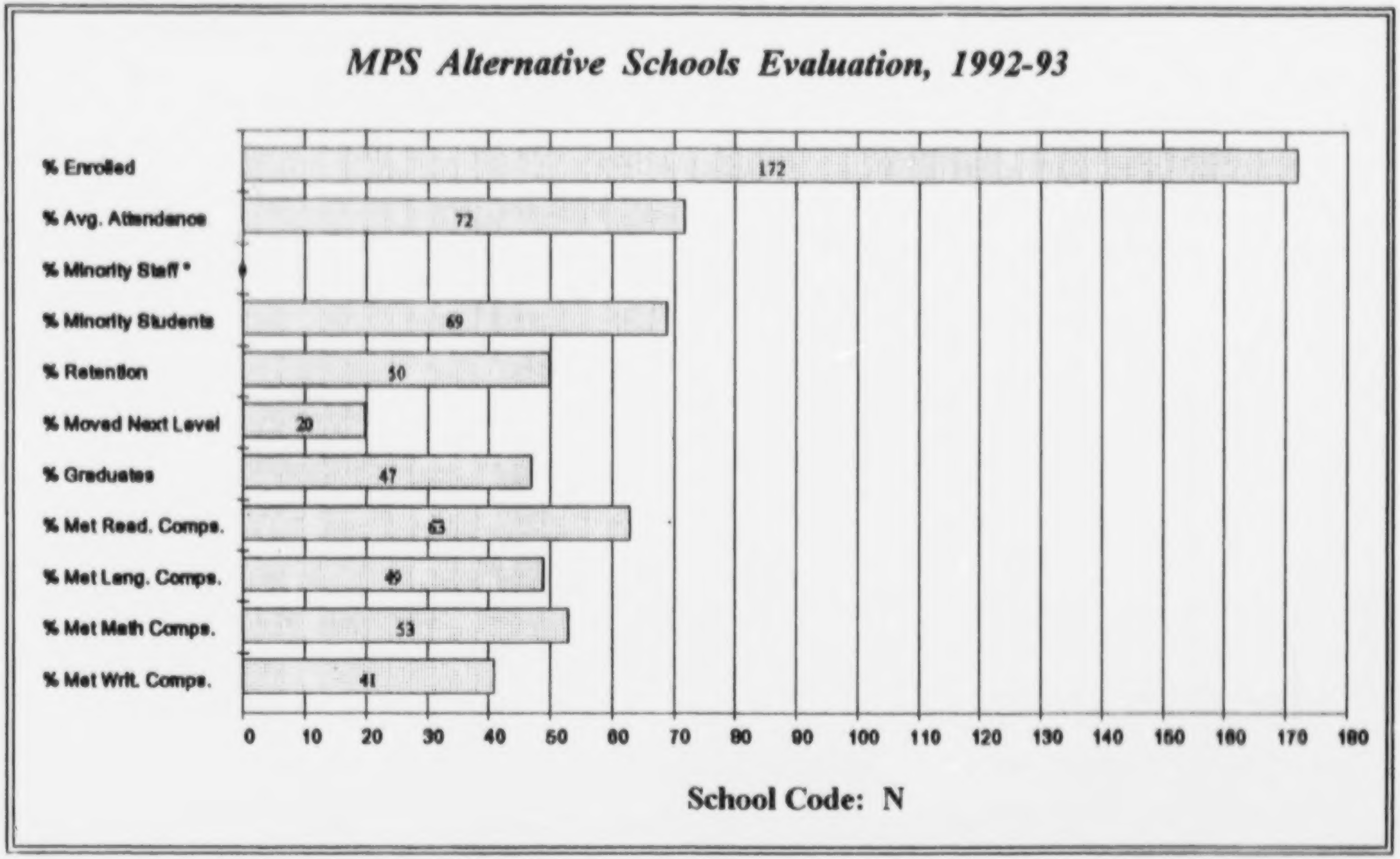

MPS Alternative Schools Evaluation, 1992-93

School Code: N

* The evaluators were unable to obtain staff demographic data for this school.

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
O

This partnership school offers a program primarily for at-risk high school students. About 16% of its students are chronic disrupters. According to program officials, this school offers a full day high school curriculum which can lead to an MPS diploma. The agency which houses the program offers extensive support services, especially employment training and placement. Fall 1992 data indicate that the school's student enrollment is 96% non-White, 40% male and 60% female.

There are 2 FT and 4 PT staff associated with this program. The instructional staff includes 1 FT MPS teacher, 1 FT agency teacher, and 1 PT teacher aide. The administrative staff includes PT principal and 1 PT education coordinator. 1 PT secretary is also assigned to this program. The school's staff is 80% non-White.

Evaluators gave this program a *poor* rating. Staff appeared committed and authentic in their efforts to help the students. But evaluators were concerned that the program is so small that it can hardly offer these students the diverse curriculum required by a full high school program leading to a high school diploma. Although the program is based upon a model of school-to-work preparation, it is unlikely that the instructional activity observed (mainly deficit-based and remedial) can help prepare students for meaningful employment. The facilities were also a concern of evaluators. Students interviewed complained that they did not like the facilities and the dreary, non-appealing classrooms. They stated they liked the staff, but they didn't like the fact that the program is unable to offer much beyond classroom-based activities.

Recommendation:

Because of its current curricular offerings and organization, this partnership school cannot be promoted as a viable high school level program. It needs major academic and curricular re-structuring, and it needs to move to a facility that is more conducive to learning. As a matter of policy, MPS needs to reconsider funding high school level programs which are so small that students --as a function of low resources and limited staff-- are deprived of adequate course offerings, and their academic exposure is reduced to individualized remedial instruction. This commentary is also applicable to partnership schools B, F, L, and P. Interviews in all of these partnership schools revealed that many students felt these programs cheated them out of a full high school curriculum.

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School Code: O

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	30
Enrolled	43
% Enrolled	143%

Staff Demographics
Spring 1993 **

Full-Time	2
Part-time	4
% White	17%
% Afric. Am.	83%
% Hisp.	0%
% Other	0%
Total Staff	**6**

Students Demographics
Fall Semester 1992 ***

% Males	40%
% Females	60%
% White	4%
% Afric. Am.	96%
% Hisp.	0%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	32%
Language	4%
Math	16%
Writing	8%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	58%		
November	51%		
December	46%		
February	56%		
March	44%		
April	42%		
Year Avg.	**50%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	28	65%	
Moved Next Level	2	5%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	29	27	16
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	0	0	0%
Score on Success Grid	97		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	19,640
Instruction	65,952
Inst. Support	0
All Other	72,251
Total	**157,843**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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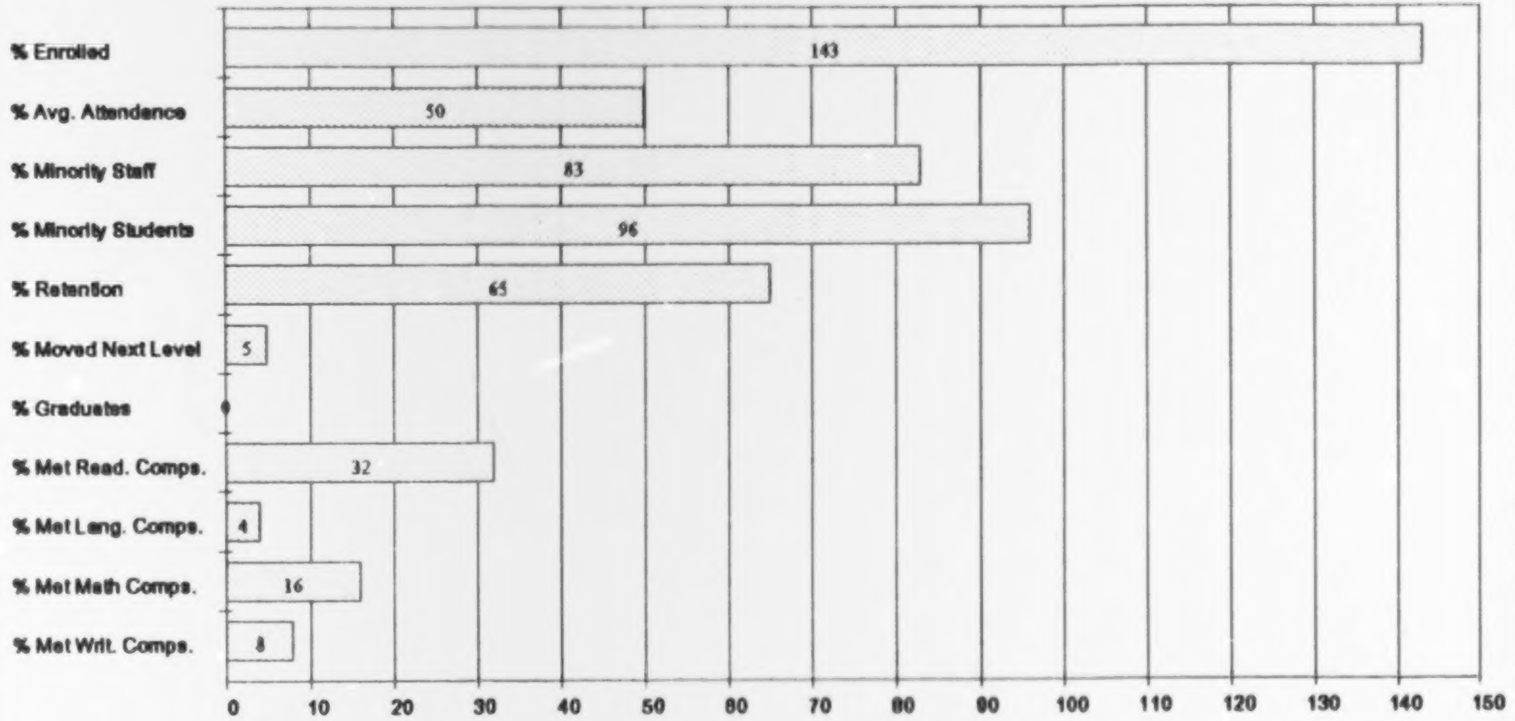
MPS Alternative Schools Evaluation, 1992-93



School Code: O

MPS Alternative / Partnership Schools Evaluation Phase II: Partnership Schools

School Code: P

This partnership school offers a program for at-risk high school students. About 16% of its enrollment are chronic disrupters. According to program officials, this is a full-day program with a curriculum leading to a high school diploma. The program is located within a major social service agency which offers a gamut of support services to students and their families. Fall 1992 data indicate that the school's enrollment is 92% non-White, 65% male and 35% female.

There are 1 FT and 7 PT staff associated with the program. The instructional staff includes 1 MPS teacher, 1 PT agency teacher, and 2 PT teacher aides. The support staff includes 1 PT outreach specialist. Administrative staff includes 1 PT principal and 1 PT assistant principal. There is one PT secretary charged to the program. The school's staff is 75% non-White.

Evaluators gave a very low rating to this program. They noted that the program lacks a curriculum, it is almost exclusively deficit-based remedial, and it fails to engage students in any meaningful academics. Interviews revealed tensions among the teachers associated with the program; they also revealed that students --the 10 to 12 that make it regularly to classes-- feel almost no loyalty to the program and viewed it as a "holding tank." Students also expressed anger about the program's lack of academic challenge. They said that they are not learning anything, and that teachers give them elementary level work to do on their own, and the work itself is very little.

This program co-exists on the same floor of the building of its host agency with School L. The relationship between these two programs raised many concerns with evaluators. Both programs are comparable. They share teachers and resources, and both seem to be steering some of their students towards the completion of an HSED, instead of the statutorily required high school diploma. Both programs have such low attendance that together --on any given day-- they may have at most 25 students. Evaluators felt that funding two similar programs in the same building makes no sense.

Recommendation:

This program lacks the educational leadership and vision to be continued as a high school diploma granting program. It is also too small to make a high school program possible, which may explain why it may be steering students towards the HSED. If MPS feels it can help this program become viable, then it should discontinue it as is and propose that it merge with School L into one alternative high school program.

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School Code: P

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	H
Capacity	30
Enrolled	38
% Enrolled	127%

Staff Demographics Spring 1993 **	
Full-Time	1
Part-time	7
% White	25%
% Afric. Am.	75%
% Hisp.	0%
% Other	0%
Total Staff	**8**

Students Demographics Fall Semester 1992 ***	
% Males	64%
% Females	36%
% White	7%
% Afric. Am.	93%
% Hisp.	0%
% Other	0%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	57%
Language	43%
Math	28%
Writing	21%

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	40%		
November	50%		
December	38%		
February	55%		
March	56%		
April	51%		
Year Avg	**59%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	29	76%	
Moved Next Level	9	24%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	22		
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	2	1	50%
Score on Success Grid	88		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	14,220
Instruction	62,761
Inst. Support	8,580
All Other	78,219
Total	**163,780**

168

167

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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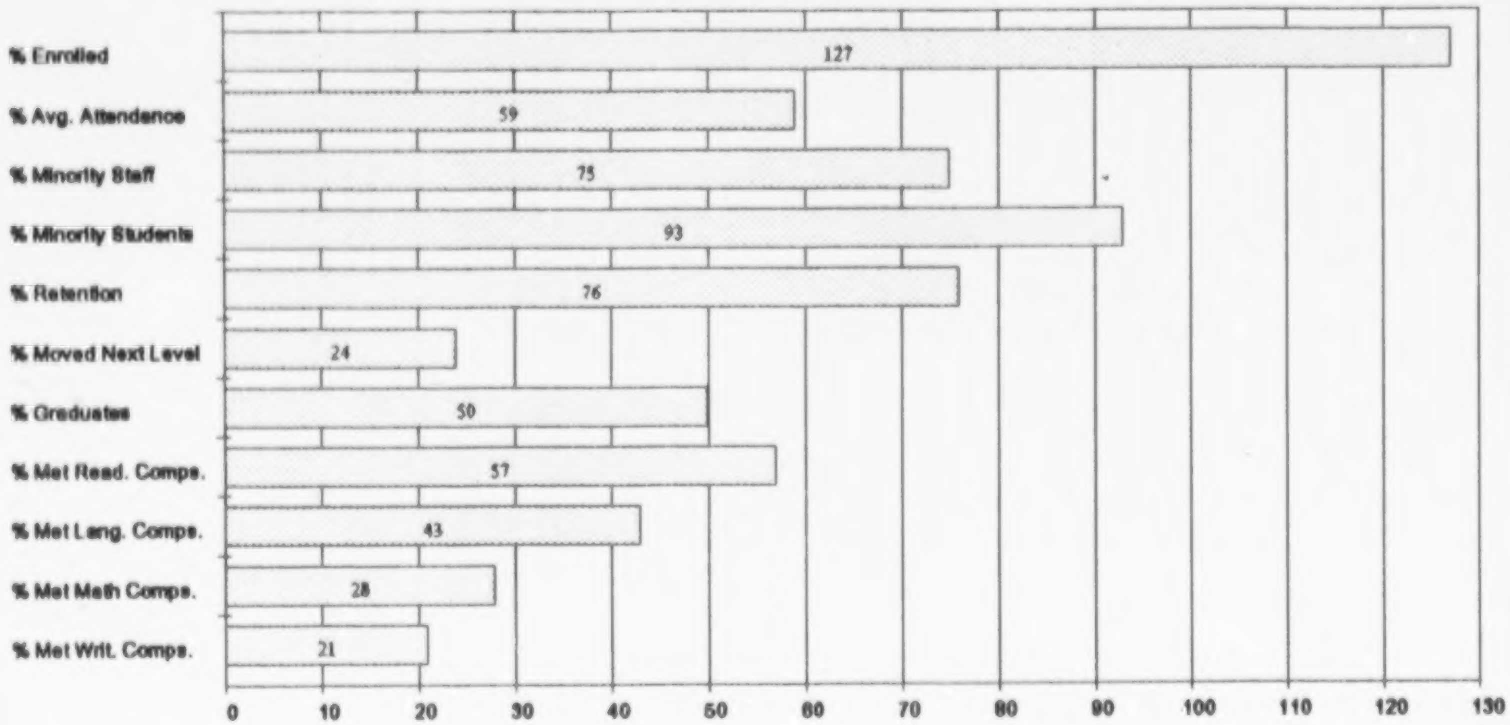
MPS Alternative Schools Evaluation, 1992-93



School Code: P

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
Q

This partnership school had a program for behaviorally re-assigned students in the fall of 1992. The Division of Student Services directed them to terminate their program and transfer their students to other alternatives so that they could house a program for students who have been temporarily expelled from MPS, but who have been offered educational services until their re-entry into the system. [Expelled students are referred for services by the MPS Division of Student Services, but can choose whether or not to attend.] During the Spring of 1993, only 32% of the seats designated for the program were filled. [Partnership School C also has seats designated for expelled students. In that school only 15% of the seats were filled during the Spring of 1993.] According to program officials, their current program offers a full-day high school curriculum with a concentration on behavioral adjustment. Demographic data on their current program indicate that their enrollment is 92% non-White, 92% male and 8% female.

There are 4 FT and 1 PT staff associated with the program. The instructional staff includes 1 FT MPS teacher, 1 FT agency teacher, and 2 FT teacher aides. The administrator is associated with the program on a PT basis. This school's staff is 60% non-White.

This program received a low *fair* rating. Evaluators found it lacks a focused curriculum and seems not well supported by the sponsoring agency in terms of instructional materials and computers, although it receives sufficient resources to purchase these. It was also rated low by evaluators who felt strongly that a program set up to serve "expelled" students, and operates at 32% of its capacity, is a ridiculous public expenditure which must be discontinued. This issue will be discussed later in this preliminary report.

It is important to note that the low enrollment of this program cannot be blamed on the agency. They cannot be made responsible for the fact that the projected enrollment of "expelled students" made by the Division of Student Services fell so short. That issue aside, evaluators felt that the facilities available to the program are excellent and spacious. The agency is equipped to provide comprehensive youth support services. It also has a staff of very committed individuals, most of whom have extensive experience working with central city at-risk and adjudicated youth.

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Recommendations:

It is strongly recommended that separate programs for "expelled" students be discontinued. It is poor public policy to set aside, and pay for, seats that are not used by students whom the school district can no longer compel to attend school. This only translates into an incredible public expense. In fact, this past Spring MPS spent close to four times the resources it spent on "regular" MPS high students on the few students occasionally attending the two programs for "expelled" students. The cost of these two programs was well in excess of $330,000. As a matter of policy, MPS needs to decide if it will continue to offer educational services for expelled students. If it decides to continue to do so, then it is by far more cost effective that these students be assigned to fill vacant seats in selected alternative or partnership schools. If the program for expelled students is changed or discontinued, this partnership school should again be considered a possible site for another alternative high school program. This would only be fair, considering that the deficiencies found at this school were mostly tied to the change in program directed by the Division of Students Services.

School Code: Q

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	40
Enrolled	20
% Enrolled	50%

Staff Demographics
Spring 1993 **

Full-Time	4
Part-time	1
% White	40%
% Afric. Am.	60%
% Hisp.	0%
% Other	0%
Total Staff	**5**

Students Demographics
Fall Semester 1992 ***

% Males	92%
% Females	8%
% White	8%
% Afric. Am.	77%
% Hisp.	15%
% Other	0%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	xx
Language	xx
Math	xx
Writing	xx

Monthy Average Attendance
By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	xx		
November	xx		
December	xx		
February	75%		
March	80%		
April	70%		
Year Avg	**76%**		

Academic Outcomes - 1993

	(#)	**(%)**
Retention	(data not available)	
Moved Next Level	(data not available)	

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	13		

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	1	0	0%

Score on Success Grid	119
Grid Mean Score	133.52

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	16,000
Instruction	97,700
Inst. Support	0
All Other	99,860
Total	**213,560**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992. However, neither competency nor outcomes data was available on this particular school because the program began in Spring 1993.*

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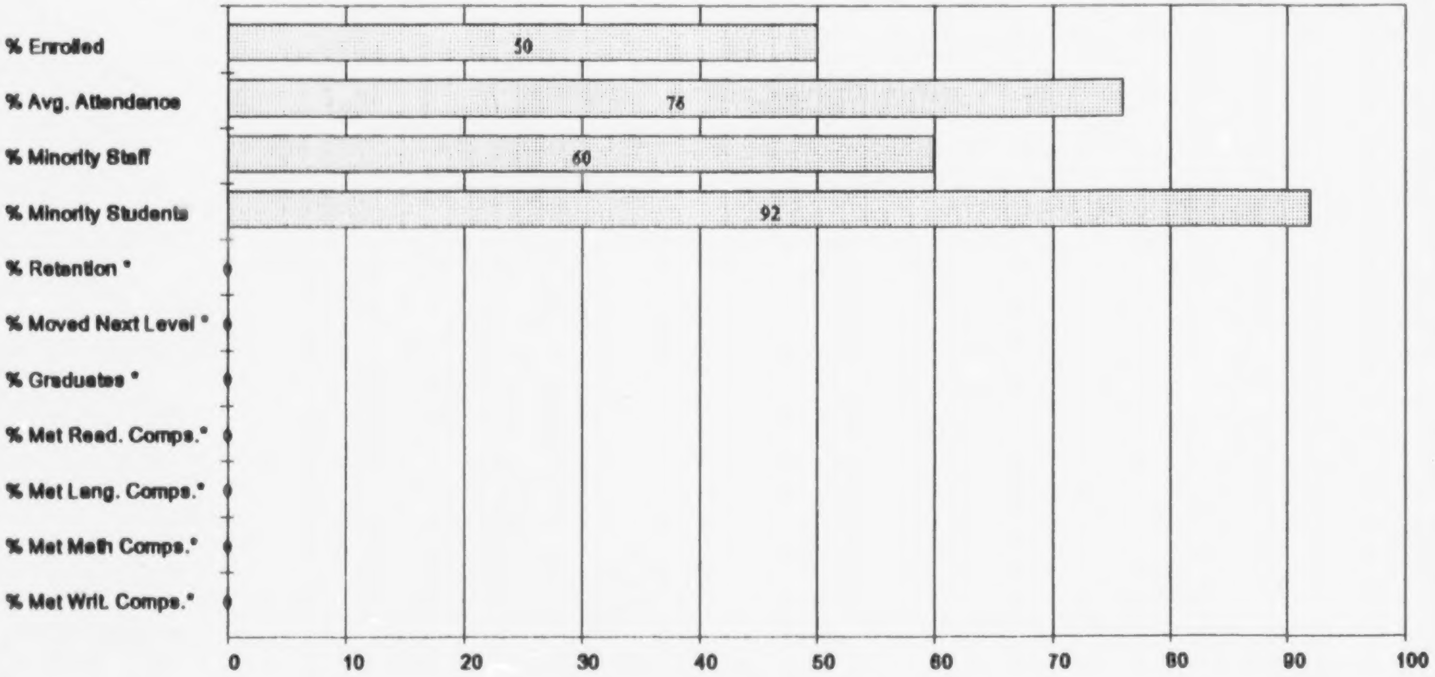
MPS Alternative Schools Evaluation, 1992-93



School Code: Q*

* The alternative program that was evaluated at School "Q" did not begin until January 1993. Therefore, academic outcomes and competency test scores were either incomplete or not available.

MPS Alternative / Partnership Schools Evaluation
Phase II: Partnership Schools

School Code:
R

This partnership school offers a full-day program for elementary school children (grades 4-6) who are chronic disrupters. Students receive instruction from an MPS teacher and an agency hired teacher in self-contained classrooms. Fall 1992 data indicate that the school's enrollment was 90% non-White, 97% male and 3% female.

There are 5 FT staff associated with the program. The instructional staff includes 1 MPS teacher, 1 agency teacher, and 1 teacher aide. Administrative staff includes 1 director. The support staff includes 1 parent/teacher coordinator. MPS also provides 1 Psychologist and 1 Social Worker, one day per week each. The school's staff is 100% non-White.

This partnership school was rated the *worst* by evaluators. During the site visits, evaluators were distressed by the poor quality of the instructional program, the lack of books and instructional supplies, and the incredibly high level of student rage and resistance in this school. It was evident from the interviews that staff are very unhappy at this school, and that there is a high staff turnover. Students in this program were observed fighting and out of control. Interviews revealed that most students passionately dislike the school and its director; that they have no respect for the teachers or the support staff; and several claimed that they have been physically abused. This school is worse than a "holding tank" for these children, it is dangerous.

Evaluators expressed concern that MPS funded this substandard activity for 30 students when they had more than enough space for these children in their own alternative elementary school (School T), which is located not far from School R. The funding of this program also raised questions relative to the practice of funding just anyone who submits a response to an RFP and gets it approved on paper. Even a staff member at this school angrily addressed evaluators with this concern: "Does MPS give a contract to anyone who walks off the street with a well written proposal and says they can educate our most needy children? I'm sure they wouldn't do this to White middle class children."

Recommendations:

MPS should not be abdicating its obligation to educate these elementary level children in a decent and educationally challenging setting. Displacing these children to substandard facilities and programs where they get little help --of any kind--, and where their resistance and anger is exacerbated, is wrong. These children are not being helped at this partnership school and the program should be immediately discontinued.

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School Code: R

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	E
Capacity	30
Enrolled	29
% Enrolled	97%

Staff Demographics Spring 1993 **	
Full-Time	5
Part-time	0
% White	0%
% Afric. Am.	100%
% Hisp.	0%
% Other	0%
Total Staff	**5**

Students Demographics Fall Semester 1992 ***	
% Males	97%
% Females	3%
% White	10%
% Afric. Am.	90%
% Hisp.	0%
% Other	0%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	N/A
Language	N/A
Math	N/A
Writing	N/A

Monthy Average Attendance By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	xx		
November	xx		
December	xx		
February	72%		
March	73%		
April	67%		
Year Avg.	**73%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	29	100%
Moved Next Level	16	55%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(No Reports Submitted)		

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	N/A	N/A	N/A

Score on Success Grid	33
Grid Mean Score	133.52

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	17,765
Instruction	87,928
Inst. Support	0
All Other	58,087
Total	**163,780**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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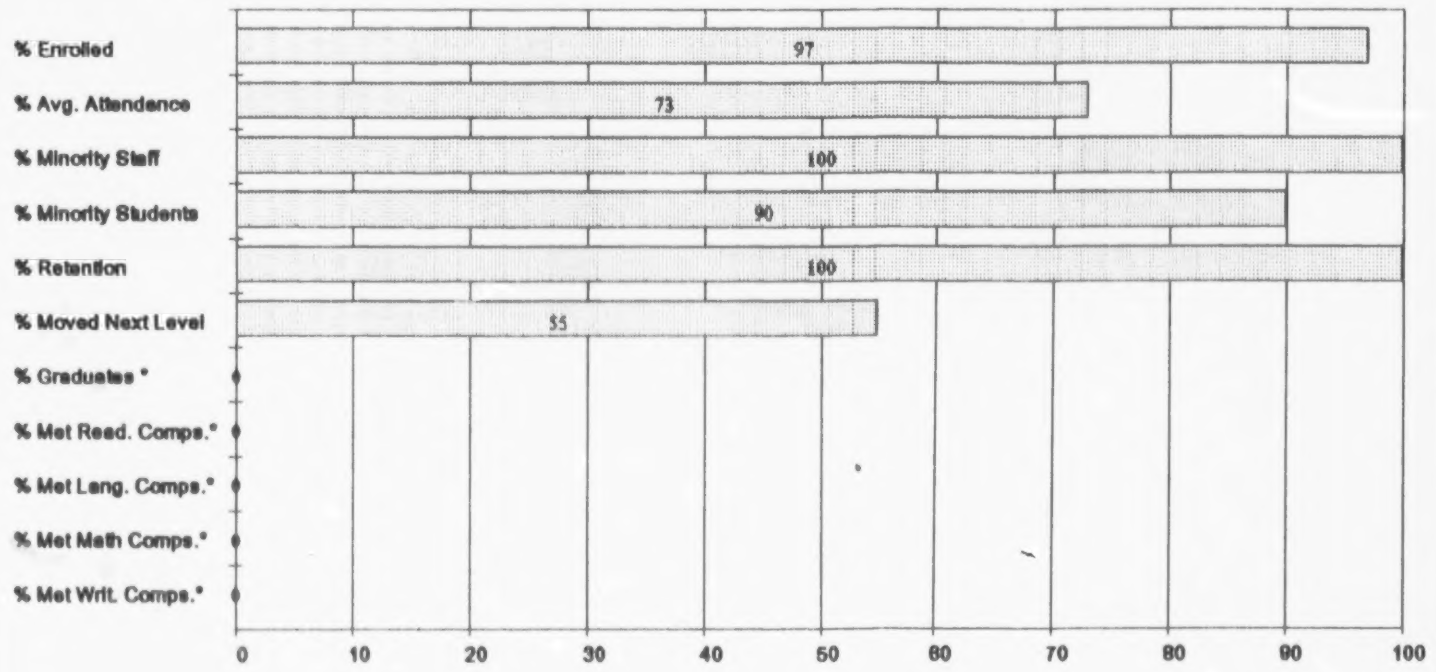
MPS Alternative Schools Evaluation, 1992-93



School Code: R*

* School "R" is an elementary school. Therefore, its academic outcomes do not include graduating seniors or competency test results.

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
S

This alternative school offers three different half-day programs for at-risk youth. Approximately 10% of its enrollment are chronic disrupters. The middle school is an 8th grade, one-year program which presumably focuses on academically preparing students to enter high school. The high school program spans grades 9-11 and students can earn units in vocational/work experience as well as academic high school units. The high school seniors program admits only at-risk students that already have a minimum of 15 credits. It is a 2 1/2 hour a day, one-year program designed for students who have dropped out of the school system. Its primary purpose is to assist students in re-entering MPS and earning the necessary credits towards graduation. Fall 1992 demographic data indicate that 84% of the school's student enrollment is non-White, 53% are male and 47% are female.

There are 15 FT and 4 PT staff associated with the program. The instructional staff includes 10 FT teachers. The support staff includes 2 FT guidance counselors, 1 PT psychologist, 1 PT social worker. There is 1 FT assistant principal and 2 PT clerical workers. In addition there is 1 FT security guard and 1 FT building engineer. The school's staff is 37% non-White.

The facilities are small but generally good, and staff seemed to have access to computers and a variety of resources. The school is set up to do the minimal with students, and organizationally it suggests that it has low expectations of them. The half-day programs offer minimal subject content instruction, and most teaching is individualized deficit-based remediation.

Evaluators rated this alternative school as very *poor*. They were troubled by much of what they observed in this school, and were hard pressed to find anything they liked. There was no effective education going on during their observations. They noticed that staff seemed to fear students. During the visits they saw students engage in disruptive, rude and disrespectful behavior, and rough-play. They also heard them frequently use profane and vulgar language while adults went about their business oblivious to this conduct.

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Student interviews revealed high levels of student rage and resistance. When those attending the afternoon program were asked what they did with their free time, they said they sleep or "hang" around the neighborhood. They complained about a lack of books and instructional material, and about too much "worksheet-based" education. Several said that a lot of their classroom assignments assume that they are "retarded" and "stupid." Students were not loyal to the school or the staff. Some stated that only a few staff members are authentic about their commitment to teaching. Most dislike the ambiance of the school and the way they are treated by certain staff members. Students were also very critical of the vocational program, so much so, that they thought they were not learning anything.

Recommendations:

This school is another case where, as a matter of policy, an MPS alternative program abdicates its obligation to academically guide and challenge at-risk youth. None of the instructional activities of this school seem consistent with the research literature on effective programs for at-risk youth. This school is also a very expensive operation. This year it functioned at about 87% of its capacity and its average monthly attendance is about 65%. Organizationally and culturally, there seems to be little promise for this school. The only component worth saving is the senior program, but even this program needs major re-structuring and a new staff with higher academic expectations of students. Therefore, it is recommended that MPS consider discontinuance of this school and that the facility be designated for a new academically challenging Junior and Senior Level Alternative Institute. On an experimental basis, MPS should approach one of its top academically successful partnership schools, such as School H to run this program under contract in a joint venture with the Department of Alternative Program Monitoring and Development. This could be an opportunity to test a collaborative model between a community-based organization --with a proven record of academic success-- and the school district.

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School Code: 8

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	240
Enrolled	289
% Enrolled	120%

Staff Demographics
Spring 1993 **

Full-Time	15
Part-time	4
% White	63%
% Afric. Am.	37%
% Hisp.	0%
% Other	0%
Total Staff	**19**

Students Demographics
Fall Semester 1992 ***

% Males	53%
% Females	47%
% White	16%
% Afric. Am.	77%
% Hisp.	3%
% Other	3%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	51%
Language	37%
Math	32%
Writing	29%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	69%		
November	65%		
December	61%		
February	65%		
March	58%		
April	48%		
Year Avg.	**57%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	120	42%	
Moved Next Level	67	23%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(Data Not Reported)		
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	105	46	44%
Score on Success Grid	98		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	87,425
Instruction	323,133
Inst. Support	87,604
All Other	237,090
Total	**735,252**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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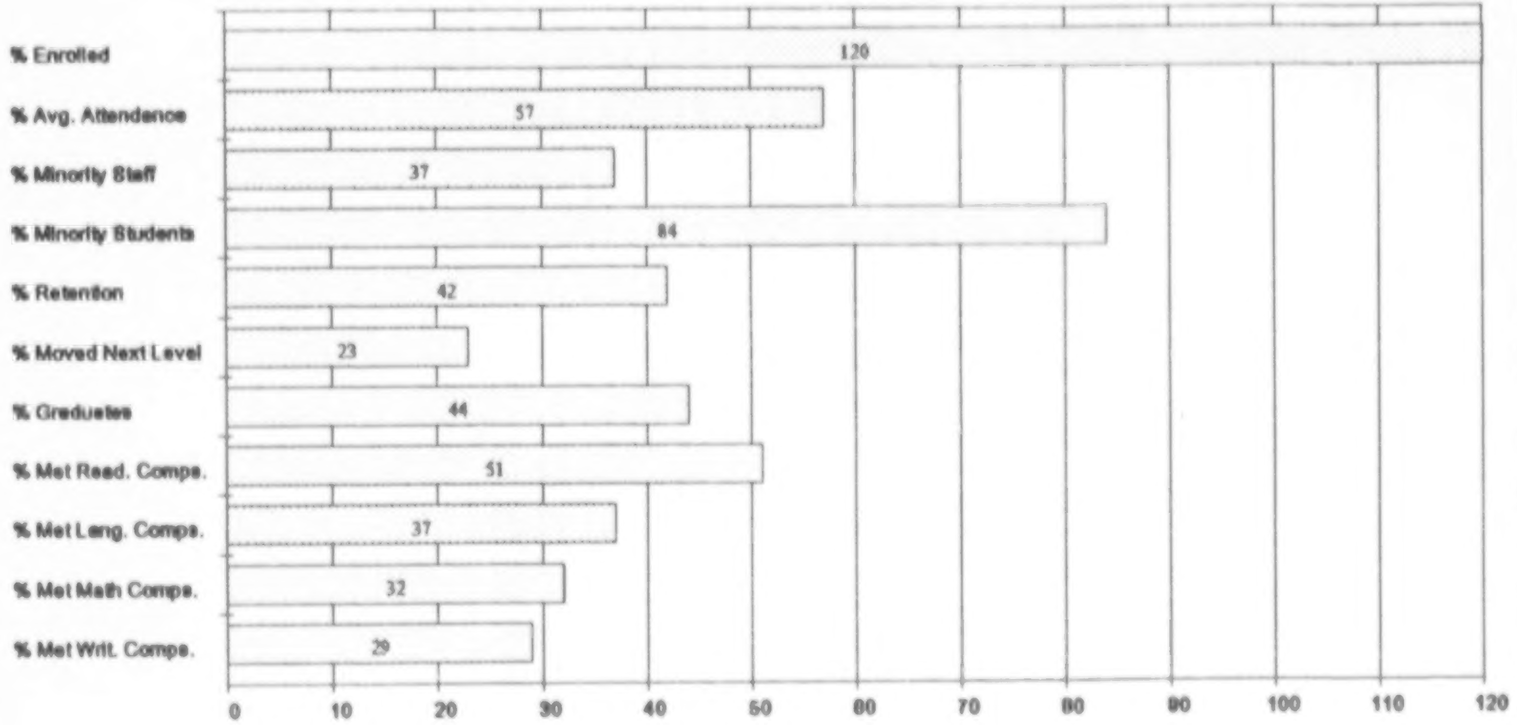

MPS Alternative Schools Evaluation, 1992-93

School Code: S

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MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
T

This MPS alternative school offers a program for elementary at-risk students (grades 4-6) of which 20% are classified as chronic disrupters. It is a full-day program with an emphasis on behavior modification. Fall 1992 demographic data indicate that the school's enrollment was 92% non-White, 84% male and 16% female.

There are 9 FT and 2 PT staff associated with the program. The instructional staff includes 6 FT teachers and 1 FT aide. The support staff include 1 PT psychologist and 1 PT social worker. The assistant principal is FT and there is 1 PT clerical worker. The school's staff is 82% non-White.

This school was rated as *fair* by the evaluators. Concerns were raised about the strong emphasis on discipline and the deficit-based remedial content of the curriculum. Evaluators observed lots of student restraining and control activity, but little substantive teaching. The director and several members of the staff appeared very committed to the children, but there was a pervasive "missionary" attitude suggesting that fault for their at-risk status rests with the children themselves and their families. The restrictive ambiance was criticized by the students during interviews. One evaluator was told by students of instances of excessive use of force by one of the teachers. The facility was well kept and well utilized.

Evaluators were very concerned about an elementary school for at-risk students and chronic disrupters. It was thought that traditional schools should find more creative ways of engaging at-risk students together with the general student population --elementary schools should not abdicate their responsibility to advocate for these students. Evaluators also questioned the wisdom of a policy that segregates in one elementary school poor, minority, at-risk youth to change their behavior via authoritarian practices.

During the Spring of 1993 this school operated at only 63% of its capacity. Therefore, MPS does not need a partnership elementary program (School R with capacity for 30 students) operating within the vicinity of this school, when there is more than enough room and staff to adequately serve them at School T. This practice creates an unnecessary expense of approximately $167, 780.

Recommendations:

If MPS is going to have an elementary alternative for at-risk youth, it should shift away from deficit-based remediation to a more academically challenging and socially engaging model that uses positive reinforcements. MPS should transform this school into a Montessori specialty for at-risk children. After all, the Montessori method was developed for at-risk street children. School R should be discontinued and merged with School T.

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School Code: T

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	E
Capacity	120
Enrolled	91
% Enrolled	76%

Staff Demographics
Spring 1993 **

Full-Time	9
Part-time	2
% White	18%
% Afric. Am.	82%
% Hisp.	0%
% Other	0%
Total Staff	**11**

Students Demographics
Fall Semester 1992 ***

% Males	84%
% Females	16%
% White	8%
% Afric. Am.	83%
% Hisp.	7%
% Other	3%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	N/A
Language	N/A
Math	N/A
Writing	N/A

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	xx		
November	xx		
December	xx		
February	xx		
March	75%		
April	60%		
Year Avg.	**74%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	84	92%
Moved Next Level	69	76%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards		(Data Not Reported)	

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	N/A	N/A	N/A

Score on Success Grid	134
Grid Mean Score	133.52

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	55,000
Instruction	237,732
Inst. Support	0
All Other	152,682
Total	**445,414**

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* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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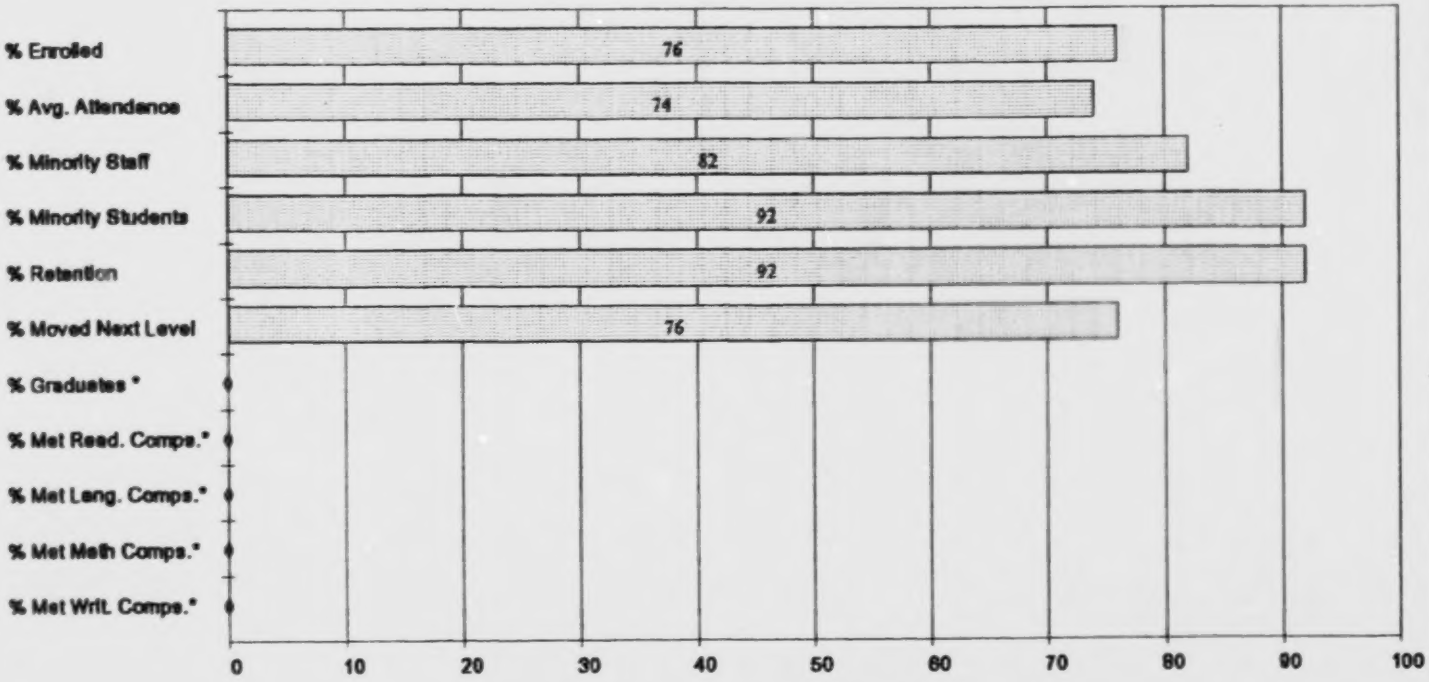
MPS Alternative Schools Evaluation, 1992-93



School Code: T*

* School "T" is an elementary school. Therefore, its academic outcomes do not include graduating seniors or competency test results.

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MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
U

This MPS alternative program serves at-risk high school students, of which at least 25% are chronic disrupters. In addition to the academic curriculum which can lead to an MPS diploma, students supposedly participate in employment and vocational training programs as well. Fall 1992 demographic data indicate that this school's enrollment was 67% non-White, 63% males and 37% females. During the Spring of 1993 the school operated at 87% of its capacity.

There are 6 FT staff associated with the program. The instructional staff includes 5 teachers. Support staff consists of 1 guidance counselor. An MPS Psychologist and Social Worker are assigned to the program, one day per week each. No administrative dollars have been allocated to the program and there is no clerical staff. The director of another alternative school (School Z), has a one day a week assignment to supervise the staff. The school's staff is 67% non-White.

This alternative school got poor ratings from evaluators. The site-visits revealed a total neglect on the part of MPS for this alternative. It was noted that other alternatives with comparable student enrollments had often 3 to 4 times its number of staff. The absence of clerical support had teachers running out of their classroom to answer the phone. The facility was dirty and unkept. The furniture was old and unattractive, no one took responsibility to organize and/or clean the place. Concerns were also expressed relative to the remedial nature of the teaching and the organization of the program (teachers and students work straight from 8:00 am to 1:30 with no breaks). Students interviewed indicated that they felt cheated because they were not being challenged academically.

In spite of these deficiencies, evaluators noticed that there are good qualities to the instructional staff in this program. There was good rapport between students and staff, and teachers were doing their best with the few resources they had.

Recommendation:

MPS should seriously consider discontinuing this program at its current location. Because of its low enrollment and low attendance, this program should be consolidated with two other high school programs for at-risk youth that operate just two blocks away (Schools Z and AA). This consolidation makes sense for both educational and fiscal reasons. Each of these programs is costly and academically not very persuasive. They could be consolidated into a full-day and evening site-based management alternative high school (tops 350 capacity) with various academic and employment (school-to-work) strands under a creative educational leader, and substantially increased parent and community involvement.

School Code: U

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	100
Enrolled	125
% Enrolled	125%

Staff Demographics
Spring 1993 **

Full-Time	6
Part-time	0
% White	33%
% Afric. Am.	67%
% Hisp.	0%
% Other	0%
Total Staff	**6**

Students Demographics
Fall Semester 1992 ***

% Males	63%
% Females	37%
% White	33%
% Afric. Am.	57%
% Hisp.	3%
% Other	7%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	58%
Language	36%
Math	36%
Writing	27%

Monthy Average Attendance
By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	53%		
November	54%		
December	51%		
February	54%		
March	55%		
April	50%		
Year Avg.	**47%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	93	74%
Moved Next Level	33	26%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards		(Data Not Reported)	

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	12	5	42%

Score on Success Grid	111
Grid Mean Score	133.52

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	1,020
Instruction	193,763
Inst. Support	43,802
All Other	108,044
Total	**346,629**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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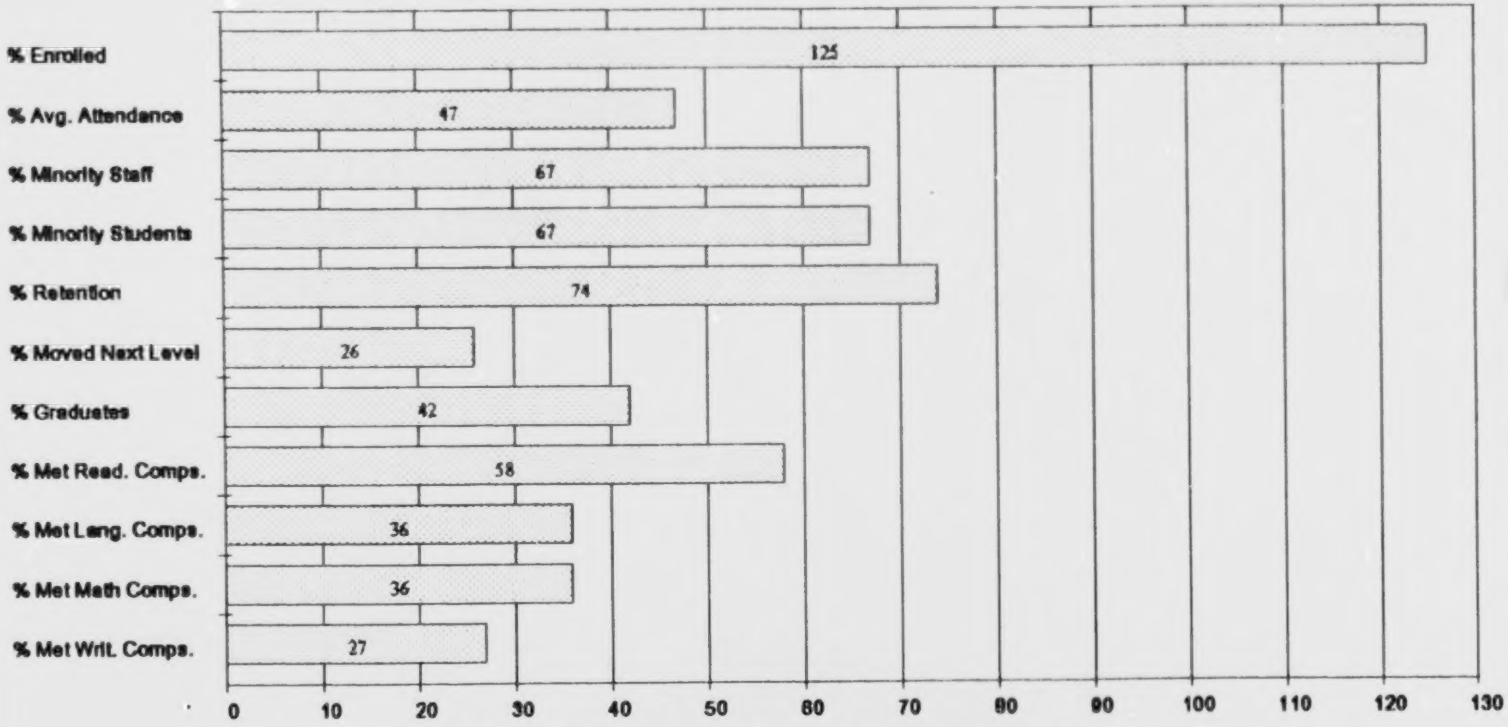
MPS Alternative Schools Evaluation, 1992-93



School Code: U

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
V

This alternative school is comprised of 5 different alternative programs that run from middle to high school levels. These programs include the regular alternative middle and high school programs, a program for behaviorally re-assigned students, a chronic disrupters program, a special education program, and a software-based individualized computer-assisted program which combines vocational and employment training for at-risk high school students with a minimum of 11.5 units. Students placed in these two programs can be assigned on a long or short-term basis. This school also serves as an assessment center for students re-entering MPS from adjudicated sites or institutions. Fall 1992 demographic data indicate that 53% of the school's enrollment was non-White, 60% males and 40% female.

There are 25 FT and 4 PT staff associated with the program. The instructional staff includes 17 FT teachers and 4 FT instructional aides. Support staff include 2 FT guidance counselors, 1 PT social worker, and 1 PT psychologist. Clerical staff include 1 FT secretary and 1 PT office aide. There is 1 FT assistant principal and 1 PT building maintenance worker. The school's staff is 41% non-White.

Staff at this school appears committed, has good rapport with students, and seems to be working well as a team. However, this school was rated as only *fair* because it raised many concerns among evaluators. It was noted --and staff interviewed validated this--that there has been a Central Office practice of "dumping" different at-risk programs at this school with no staff consultation. This has caused tensions that have crossed over from staff to students (during interviews students also complained about too many different programs in *their* school). Evaluators were also concerned about the high number of credits students are able to accumulate with the computer-assisted program. In this program students work individually with little staff help (yet there are 4 FT staff members assigned to the program when 1 would probably be sufficient). Interviews with students and parents also revealed that this facility is too distant for most of the students assigned to the school. Many students have to take two or three county busses to get to school.

Recommendation:

This school has potential, but it needs to shift from its remedial-based instructional outlook to a more academically challenging model. The school cannot continue to operate as a high school "credit mill." Its computer-assisted program is over-staffed and its credit granting practices need to be evaluated. MPS should not have all these many different programs together. Cramping into a small facility programs viewed negatively (because they have been labeled "at-risk") by many only adds to the stigma of alternatives as "dumping grounds."

School Code: V

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	350
Enrolled	426
% Enrolled	122%

Staff Demographics
Spring 1993 **

Full-Time	25
Part-time	4
% White	59%
% Afric. Am.	38%
% Hisp.	0%
% Other	3%
Total Staff	**29**

Students Demographics
Fall Semester 1992 ***

% Males	60%
% Females	40%
% White	47%
% Afric. Am.	34%
% Hisp.	14%
% Other	5%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	48%
Language	44%
Math	43%
Writing	34%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	84%		
November	84%		
December	79%		
February	84%		
March	83%		
April	80%		
Year Avg.	**72%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	254	60%
Moved Next Level	80	19%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(Data Not Reported)		

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	65	40	62%

Score on Success Grid	134
Grid Mean Score	133.52

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	97,499
Instruction	627,511
Inst. Support	87,604
All Other	510,895
Total	**1,323,509**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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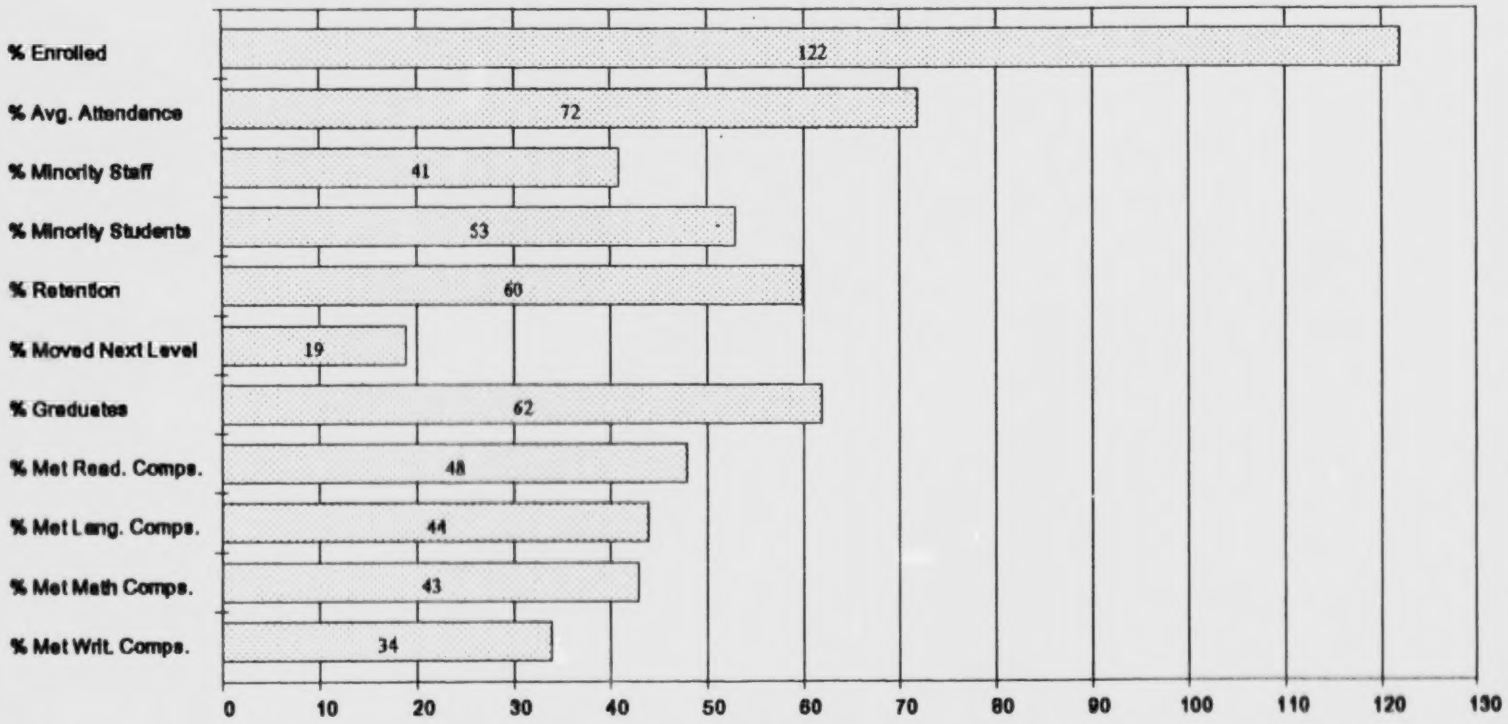
MPS Alternative Schools Evaluation, 1992-93



School Code: V

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
W

This alternative school offers a program primarily directed at pregnant teens in grades 6-12. It provides comprehensive supportive services, requires students to enroll in prenatal health and parenting classes, and connects them to community resources. Fall 1992 demographic data indicate that the school's enrollment was 93% non-White, 4% male and 96% female.

There are 25 FT staff associated with the program. The instructional staff includes 15 teachers. The clerical staff includes 1 secretary and 1 general aide. The support staff consists of 3 social workers, 1 counselor, 2 paraprofessionals and 1 nurse. There is 1 administrator. The school also contracts out to 6 day care providers who provide on-site services. The school's staff is 36% non-White.

This school got high marks from evaluators. The ambiance of the school and the facilities are excellent. Students and staff seem to have very good rapport, they feel they have "ownership" of the school, and are loyal to it. The principal is highly regarded for her democratic management style and her commitment to the program. However, evaluators felt that the school's very low attendance rate needs to be addressed. This causes many classrooms to operate way below their set student-teacher ratio. Some of these seats can be used to attract pregnant girls from other schools who can benefit from the excellent services of this program. Evaluators also expressed concerns --and these were substantiated during student interviews-- that girls are being prepared to be good mothers, but preparation for college level work is not emphasized enough or reflected in the curriculum.

Recommendations:

This alternative school should continue to be supported and made accessible to more at-risk girls in the school district. However, it should review its curriculum to ensure that academically demanding courses and college preparation is placed at the same level of importance as turning these young women into good parents. The school's support staff should offer support services to pregnant girls attending area partnership schools in close proximity to School W when such services are not available.

School Code: W

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	220
Enrolled	276
% Enrolled	125%

Staff Demographics
Spring 1993 **

Full-Time	25
Part-time	0
% White	64%
% Afric. Am.	32%
% Hisp.	0%
% Other	4%
Total Staff	**25**

Students Demographics
Fall Semester 1992 ***

% Males	3%
% Females	97%
% White	8%
% Afric. Am.	88%
% Hisp.	3%
% Other	2%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	42%
Language	18%
Math	15%
Writing	15%

Monthy Average Attendance
By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	46%		
November	56%		
December	53%		
February	56%		
March	51%		
April	52%		
Year Avg.	**67%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	188	68%
Moved Next Level	1	0%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(Data Not Reported)		

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	18	1	6%

Score on Success Grid	178
Grid Mean Score	133.52

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	76,085
Instruction	532,328
Inst. Support	47,107
All Other	313,778
Total	**969,298**

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** *Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.*

*** *Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.*

**** *At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.*

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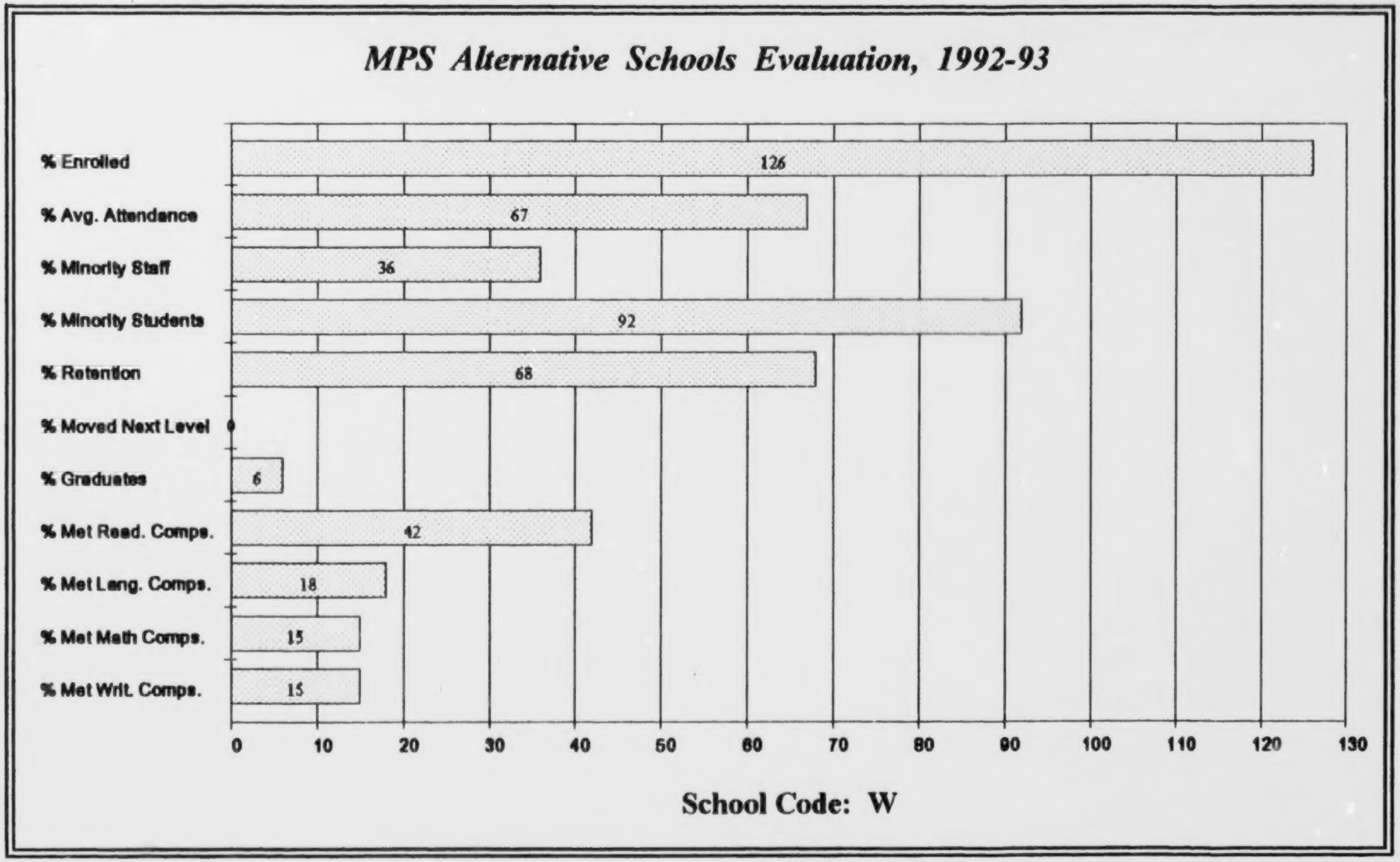

MPS Alternative Schools Evaluation, 1992-93

School Code: W

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
X

This alternative school serves middle and high school level chronic disrupters. It also provides an assessment function for youth returning to the system from adjudication centers and prison. According to school officials, the program focuses on behavioral modification as well as academic strengthening. Students are assigned to the school for one semester, then they return to traditional school settings or an alternative program. Fall 1992 demographics indicate that the school's enrollment was 96% non-White, 72% male and 28% female.

The instructional staff consists of 7 FT teachers, 4 PT instructional aides, 1 FT and 2 PT paraprofessionals; the support staff include 1 FT Psychologist, 2 FT Social Workers and 2 FT Guidance Counselors; and there are 1 FT administrator and 1 FT Secretary. This adds up to 21 staff members in a school that operated this year at approximately 62% of its capacity and with less than a 70% average monthly attendance. The school's staff is 81% non-white.

Evaluators noted that the Director and a few other members of the staff of this school appeared to be dedicated and committed to the idea of improving the behavior and the lives of the students, but that there were staff, whom the director had not hired, that should not be working with at-risk youth. The school received a low *poor* rating from evaluators. It was felt that it had too much of a prison-like ambiance. This reminds its students that they are still viewed as criminal offenders and, generally, not trusted. Students are searched when they arrive at school (the girls complained that they are searched by male security persons), and often watched by staff members acting as security guards. Students interviewed were not loyal to the school and its programs, they complained that the facilities "look like a dump," and that some teachers treat them like "dummies." During staff interviews, one staff member said they kept the premises bare and dreary so that students would not get "attached." Class observations revealed very poor deficit-based remedial teaching, extensive use of "worksheets," and poor classroom management. Some teachers totally abdicate to very disrespectful student behavior and to the use of profanity.

Recommendations:

This school is an expensive, heavily staffed prison-like setting. A few students may do well. But the ambiance and the instructional program show little possibility of changing the behavior or improving the academic performance of the majority of its students. Interviews suggested that middle school level students could be returning to regular schools still displaying unacceptable behavior and be cheated out of any meaningful academic preparation. If MPS needs a program to effectively assess and academically prepare offenders re-entering the system, then it needs to throw this model out and star over again. It should implement an educational model more consistent with the programs described in the research literature as effective with adjudicated youth, and place it in a more humane and appealing facility.

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School Code: X

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	MH
Capacity	250
Enrolled	81
% Enrolled	32%

Staff Demographics
Spring 1993 **

Full-Time	15
Part-time	6
% White	19%
% Afric. Am.	76%
% Hisp.	5%
% Other	0%
Total Staff	**21**

Students Demographics
Fall Semester 1992 ***

% Males	72%
% Females	28%
% White	4%
% Afric. Am.	89%
% Hisp.	4%
% Other	2%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	21%
Language	12%
Math	9%
Writing	6%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	77%		
November	67%		
December	67%		
February	67%		
March	81%		
April	70%		
Year Avg.	**78%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	77	95%	
Moved Next Level	9	11%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(Data Not Reported)		
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	2	0	0%
Score on Success Grid	91		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	73,541
Instruction	436,634
Inst. Support	87,604
All Other	312,716
Total	**910,495**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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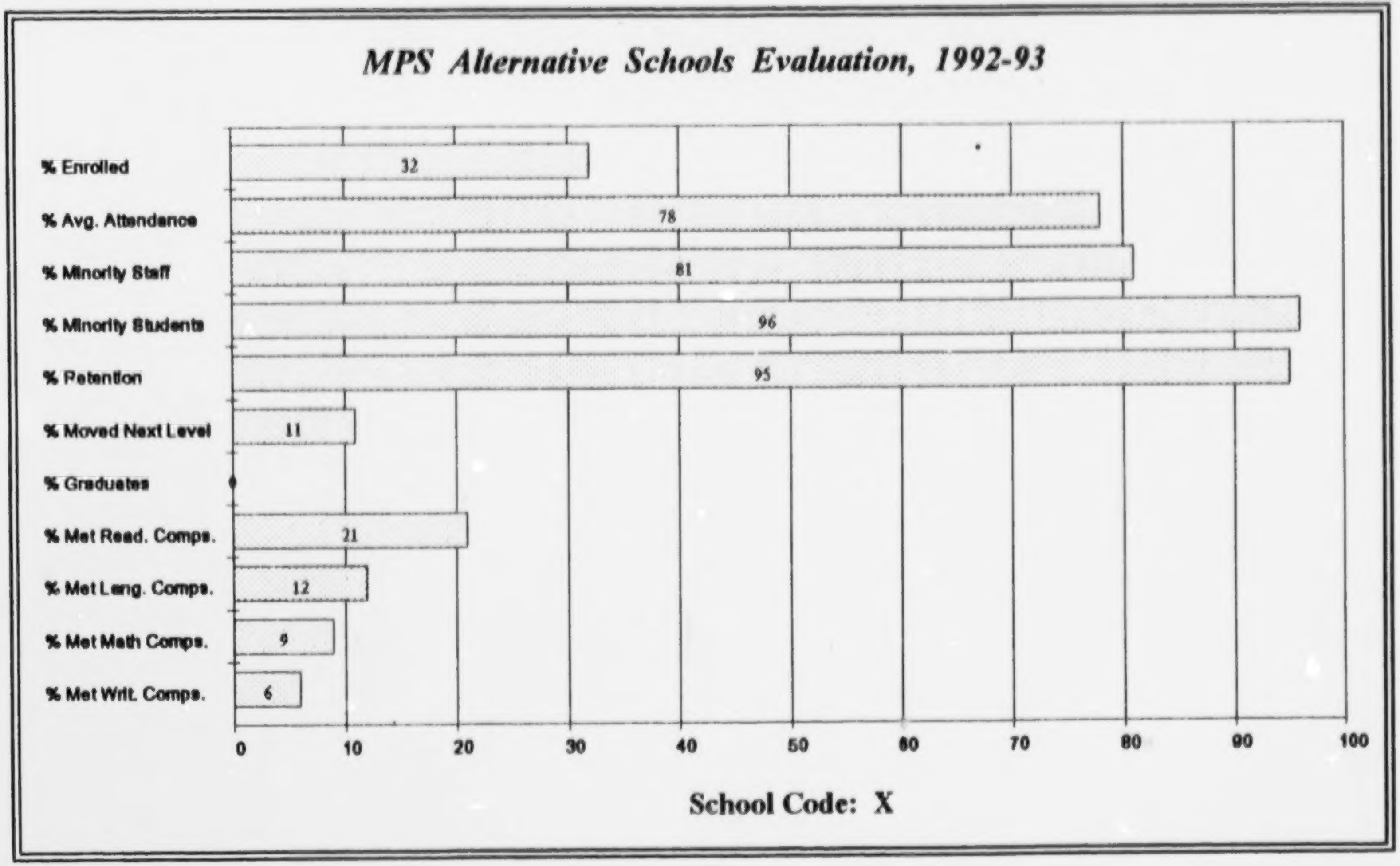

MPS Alternative Schools Evaluation, 1992-93

School Code: X

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
Y

This alternative school offers a program that serves middle school students who have been classified as chronic disrupters. Referrals and placements to the program are made by the Division of Student Services. The program focuses on modifying behavior as well as basic skills enhancement. Fall 1992 demographic data indicate that the school's enrollment is 93% non-White, 63% male and 37% female.

There is 1 FT assistant principal in charge of the program, 1 PT secretary, 3 FT teachers, 3 FT instructional aides, and 1 FT Security Guard. MPS provides a social worker and a psychologist one day a week. By comparison with other schools, this is a large staff for this program. The ratio of students to staff is almost 5:1. The school's staff is 64% non-White.

This program was rated *fair* by evaluators. It was felt that the director and several members of the staff of this school were highly motivated and committed to the youth in the program. Most impressive was a computer-assisted program staffed in collaboration with the agency housing the program, perhaps one of the best observed in any of the middle schools visited. However, evaluators were concerned that the school separates the boys and girls by classrooms. The consequences of this are that the girls have a program that is significantly better, and more motivating and academically effective than the boys. During the interviews the boys complained about this. Evaluators also found that the facility was woefully inadequate for this program. There is only one bathroom for both the boys and the girls, and staff cannot keep anything safe because their rooms are used for other purposes in the evening. There is also an MPS teacher who does not want to be there, has asked to be transferred, but has not been allowed to leave. Evaluators found this MPS practice totally unacceptable for an alternative school. These schools need teachers who want to be in them, and who are committed to working with at-risk students.

Recommendations:

This school has potential. Good services are being provided to the girls. The same cannot be said for the boys. It is recommended that MPS consider either turning this school into an all girls program or that it direct a major re-structuring of both the program and the staff to create an ambiance and curriculum that serves the boys and the girls in an equally effective manner. Perhaps creating integrated "families" of boys and girls similar to those in MPS middle schools (e.g. Jackie Robinson) would work better for all students. The school also must move from its current facility, and it needs to let dissatisfied teachers leave, if they so desire.

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School Code: Y

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data Acad. Year 1992-93	
Grade Level	M
Capacity	45
Enrolled	47
% Enrolled	104%

Staff Demographics Spring 1993 **	
Full-Time	8
Part-time	3
% White	36%
% Afric. Am.	55%
% Hisp.	9%
% Other	0%
Total Staff	**11**

Students Demographics Fall Semester 1992 ***	
% Males	63%
% Females	37%
% White	7%
% Afric. Am.	84%
% Hisp.	7%
% Other	2%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	12%
Language	0%
Math	9%
Writing	0%

Monthy Average Attendance By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	91%		
November	84%		
December	89%		
February	84%		
March	79%		
April	86%		
Year Avg.	**74%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	35	74%	
Moved Next Level	23	49%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards		(Data Not Reported)	
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	N/A	N/A	N/A
Score on Success Grid	122		
Grid Mean Score	133.52		

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	60,168
Instruction	122,638
Inst. Support	0
All Other	100,866
Total	**283,672**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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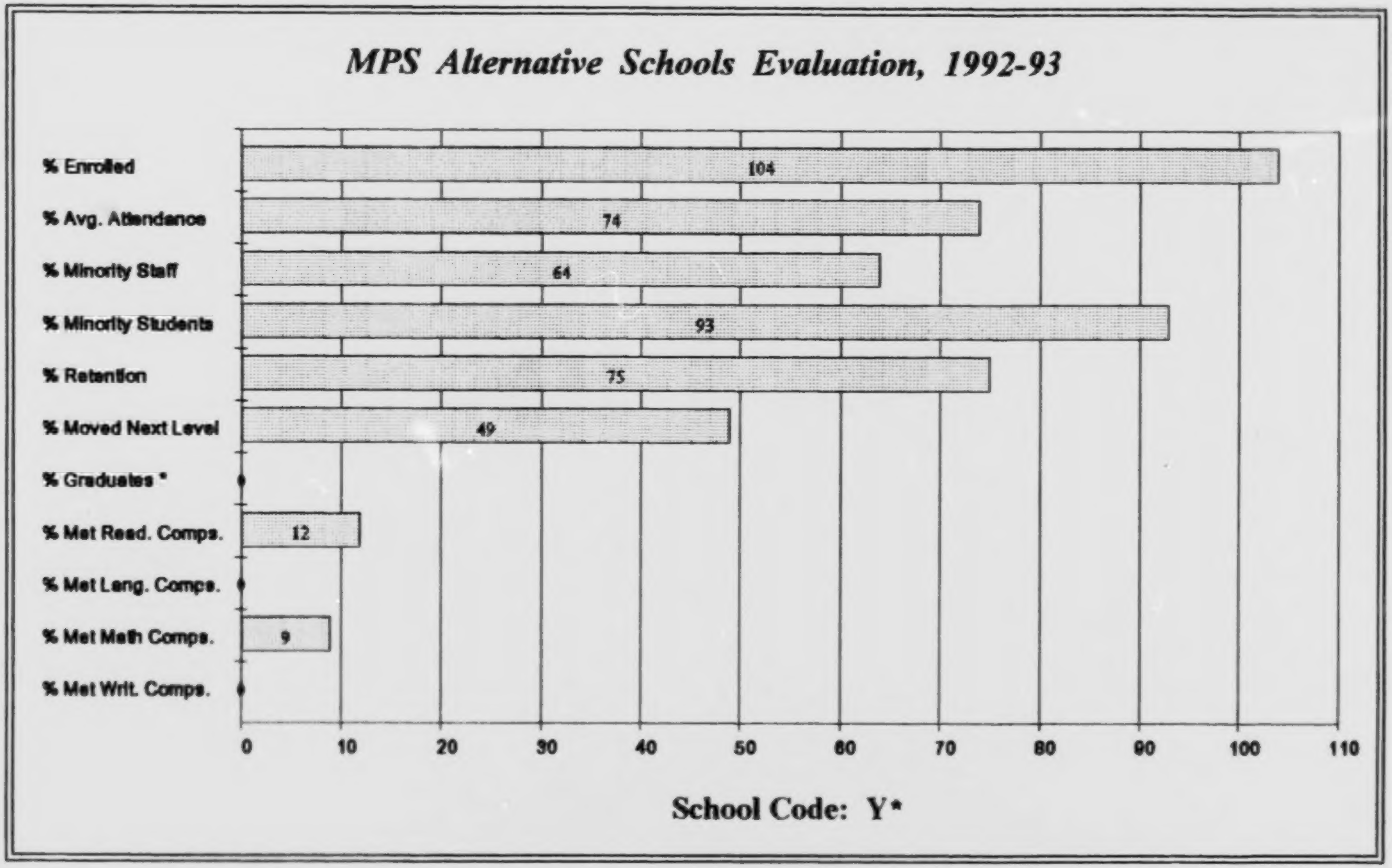

MPS Alternative Schools Evaluation, 1992-93

School Code: Y*

* School "Y" is a middle school. Therefore, its academic outcomes do not include graduating seniors.

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
Z

This alternative school offers a half-day program for at-risk high school students (ages 17-21). About 9% of its students are classified as chronic disrupters. The school's educational program is self-paced, individualized and operates only half-days. Students work on completing learning "packets" to earn academic credits towards high school graduation. There is a vocational training component in which most students are supposed to participate. Fall 1992 demographic data indicate that the school's student enrollment was 74% non-White. 37% male and 63% female.

There are 10 FT and 1 PT staff associated with the program. The instructional staff consists of 6 FT teachers and 1 PT aide. The support staff includes 1 Guidance Counselor. MPS provides a Social Worker and a Psychologist one day a week. There is 1 FT secretary and 1 FT assistant principal. (Note: The assistant principal is also nominally responsible for overseeing the program at School U, (which is located two blocks north on the same street.) The school's staff is 27% non-White.

During the Spring of 1993 this program was functioning at 87% of its capacity. Evaluators rated it as a high *fair*, mostly because there are some committed and effective teachers in the program --most of whom are willing to work as a team to implement some good ideas they talked about during the interviews--, and because of its excellent facility and resources. Evaluators were troubled by the reliance on the use of curriculum "packets," and the fact that --by design-- staff has almost no interaction with students --except to answer their questions. Classroom observations also suggested that teachers do not allow students to interact among themselves. During interviews, students indicated that the only value they see to the model is that they are able to accumulate "fast credits" to graduate.

Recommendations:

This is a very expensive half-day program with an average monthly attendance of 62%. Thus, in any given day there may be as few as 70-75 students at the school. for maybe less than 3 hours. Furthermore, this kind of academically fragmented, deficit-based remedial, non-critical education runs contrary to everything the research literature points to as effective in the education of at-risk students. This program model can't truly pretend to prepare students for anything beyond entry level jobs, which they can get and maintain without this program. As indicated elsewhere in this report during the discussion of School U, the continuation of this program is only justifiable as a strand in a comprehensive alternative high school which could be created by consolidating alternative schools U, Z, and AA.

School Code: Z

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

*SCHOOL PROFILES - SELECTED STATISTICS **

Enrollment Data
Acad. Year 1992-93

Grade Level	H
Capacity	140
Enrolled	211
% Enrolled	151%

Staff Demographics
Spring 1993 **

Full-Time	10
Part-time	1
% White	73%
% Afric. Am.	27%
% Hisp.	0%
% Other	0%
Total Staff	**11**

Students Demographics
Fall Semester 1992 ***

% Males	37%
% Females	63%
% White	26%
% Afric. Am.	61%
% Hisp.	10%
% Other	3%

Percent Students Meeting
Competencies - Fall 1992 ****

Reading	90%
Language	80%
Math	72%
Writing	70%

Monthy Average Attendance
By Program

1992 - 93	Prog.A	Prog.B	Prog.C
October	64%		
November	65%		
December	64%		
February	65%		
March	64%		
April	61%		
Year Avg.	**51%**		

Academic Outcomes - 1993

	(#)	(%)	
Retention	112	53%	
Moved Next Level	23	11%	
	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards		(Data Not Reported)	
	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	64	41	64%
Score on Success Grid	136		
Grid Mean Score	133.52		

Program Costs for
Fiscal Year 1992-93

Adm/Cler.	77,941
Instruction	280,132
Inst. Support	43,802
All Other	188,111
Total	**589,986**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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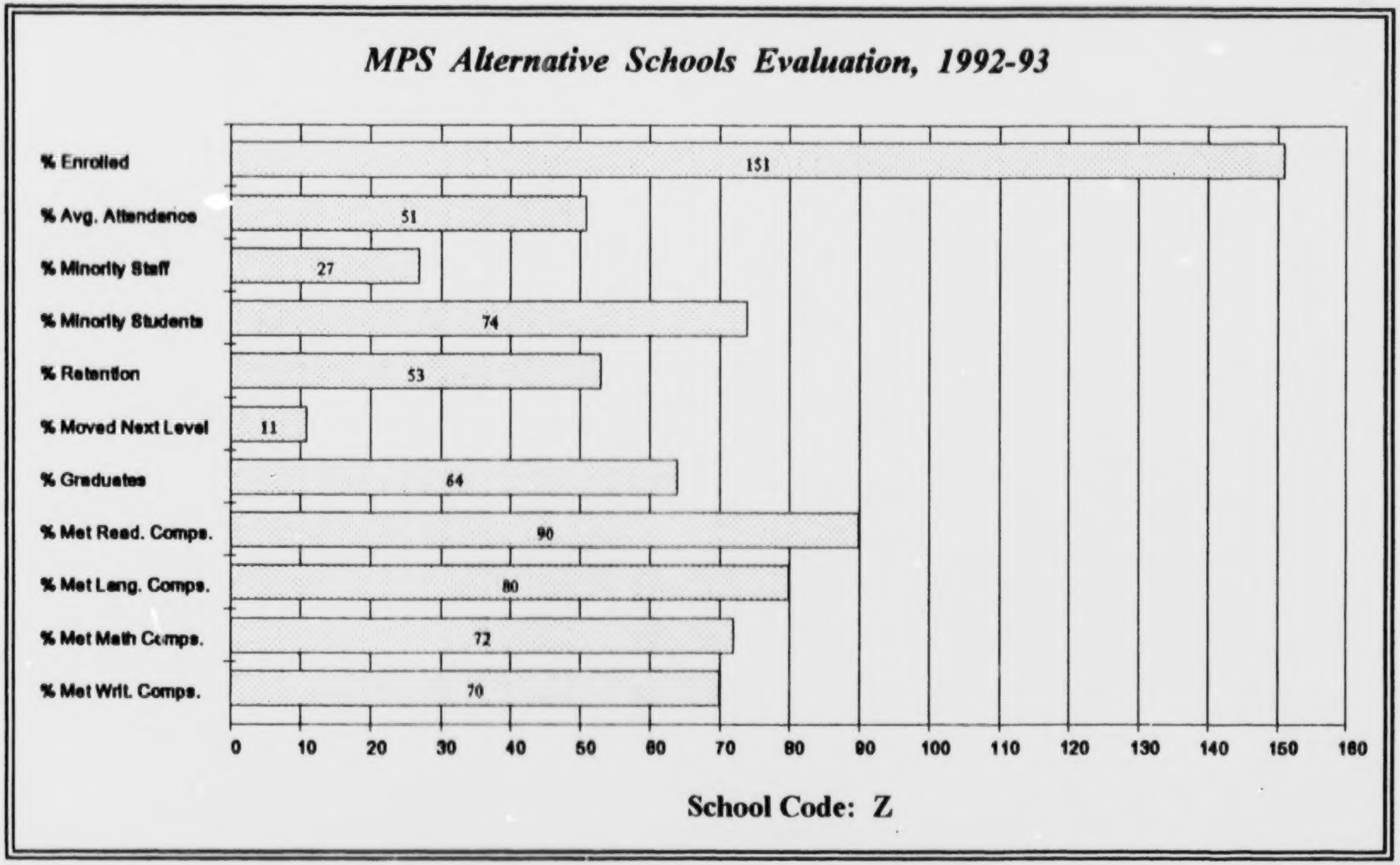

MPS Alternative Schools Evaluation, 1992-93

School Code: Z

MPS Alternative / Partnership Schools Evaluation
Phase II: MPS Alternative Schools

School Code:
AA

At this alternative school at-risk students punch a clock, daily, when they arrive at and leave classes. They attend 21/2 hours of instruction per day, for which they are able to earn 6.5 academic credits per school year towards graduation. A *vocational* component provides job related skills and assists students in finding entry level job opportunities. As explained by school officials, students choose this alternative school because they want to work. The part-time individualized and competency-based model allows them to design their school program around their work schedule. Fall 1992 demographic data indicate that the program was 73% non-White, 50% male and 50% female.

There are 10 FT and 2 PT staff associated with the program. The instructional staff includes 4 FT teachers and 2 FT paraprofessional aides. The support staff includes 2 FT guidance counselors, 1 PT psychologist, and 1 PT social worker. There is 1 FT assistant principal and a FT secretary. The school's staff is 75% non-White.

During the Spring of 1993, this school's enrollment was 145% of its capacity. The school is able to enroll many more students than its stated capacity because of its flexible schedule (students can come to school at any time during the school day to put in their 2 1/2 hours). But the program's high enrollment may not be *real*. The high numbers are a function of the absence of an MPS *drop policy*. In other words, because inactive students cannot be dropped, they are counted as enrolled. This is also a *"problem"* practiced in all other MPS alternatives. What happens to these *inactive* youngsters is a question for another research project.

Evaluators rated this program as a high *fair*. The Director and most of his staff appear to be very committed individuals with good rapport with the students. Most of the school's activities happen in one large room very skillfully organized like a "workplace" and employment prep and referral center. The facility is well kept, and there are more computers --and more diversified hardware-- at this site than at any other school visited during this evaluation. There are several classrooms full of computers, which seem to be used only when a teacher needs a place to work with a small group of students (often 4-5) away from the main "work place" area.

What troubled evaluators about this school is the deficit-based assumption made by the architects of the model: that students who attend this school have *chosen* to do minimum

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academic work and are more interested in entry level work. No matter how well intended, evaluators felt that, as a matter of policy, a program like this represents a school district's abdication of its obligation to academically guide and challenge at-risk youth. The program, rather than engage at-risk students in a critical exploration of the world of work (economics, labor issues, work politics, work in the context of world realities, etc.), individualizes "failure" and assumes that if each one tries *it* his/her own way, maybe they can succeed in work, although they have failed in school. Contrary to the research literature on effective programs for at-risk students, the program --as a whole-- does not make a compelling case linking academic rigor and effort to future employment and life success.

Contrary to what staff seem to believe, interviews revealed that students thought the 21/2 hour day was insufficient for them to learn much: that because many were bored by the little work they were given during their brief daily time in the program they often chose not to attend (the school's monthly average attendance is often less than 70%): and that many of them did not have jobs at all and just "hang out" during their free time. Because of its low expectations, this program allows and helps these students --mostly poor and minority-- to go for a *quick-fix* as a means to resolve their personal and social problems: a little money in an entry level job at the expense of a full-time high school program. Middle-class and suburban youngsters often take the same entry level jobs, yet they are not allowed to sacrifice their education.

Recommendations:

MPS needs to reconsider the philosophical and pedagogical assumptions which serve as the foundation of this program. The idea of an employment-like center that finds low entry-level jobs for students and helps them prepare for employment may have some promise, but not at the expense of an educationally challenging program for at-risk youth. As a matter of policy, it is also questionable whether schools should dedicate professional staff to subsidize the service industry by finding these jobs for youngsters. [It should be noted that interviews revealed that many students do not seem to need the school to find these jobs for them.] A program like this one should exist only as an employment preparation strand within a comprehensive and academically challenging alternative high school. In such a school, employment opportunities should reward good academic performance. This program is also very costly. Its resources, as well as the computers available at this school, can be put to better use if MPS consolidates alternative schools U, Z, and AA into one alternative high school, as has been recommended elsewhere in this report.

School Code: AA

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-93

SCHOOL PROFILES - SELECTED STATISTICS *

Enrollment Data Acad. Year 1992-93	
Grade Level	H
Capacity	80
Enrolled	155
% Enrolled	194%

Staff Demographics Spring 1993 **	
Full-Time	10
Part-time	2
% White	75%
% Afric. Am.	25%
% Hisp.	0%
% Other	0%
Total Staff	**12**

Students Demographics Fall Semester 1992 ***	
% Males	50%
% Females	50%
% White	27%
% Afric. Am.	67%
% Hisp.	3%
% Other	3%

Percent Students Meeting Competencies - Fall 1992 ****	
Reading	67%
Language	43%
Math	37%
Writing	28%

Monthy Average Attendance By Program

1992 - 93	**Prog.A**	**Prog.B**	**Prog.C**
October	70%		
November	67%		
December	62%		
February	67%		
March	61%		
April	56%		
Year Avg.	**59%**		

Academic Outcomes - 1993

	(#)	(%)
Retention	23	15%
Moved Next Level	11	7%

	# Issued	Pupils with 1 or more "U's"	Pupils with all "U's"
Report Cards	(Data Not Reported)		

	(Total #)	(# Grad.)	(% Grad.)
1993 Seniors	9	5	56%

Score on Success Grid	134
Grid Mean Score	133.52

Program Costs for Fiscal Year 1992-93	
Adm/Cler.	16,690
Instruction	160,414
Inst. Support	92,810
All Other	133,928
Total	**403,842**

* **All of the data was reported to MPS by partnership and alternative schools. Its accuracy and reliability has not been fully determined.**

** ***Staff demographics are for the Spring of 1993. We decided to use this data as a "snapshot" of the composition of staff for each of the schools evaluated.***

*** ***Complete student demographic data was only available for the fall 1992 semester. We decided to include the fall data as a "snapshot" of the demographic composition of each of the alternative and partnership schools evaluated.***

**** ***At the writing of this report the competency data for the schools evaluated was only available for the Fall of 1992.***

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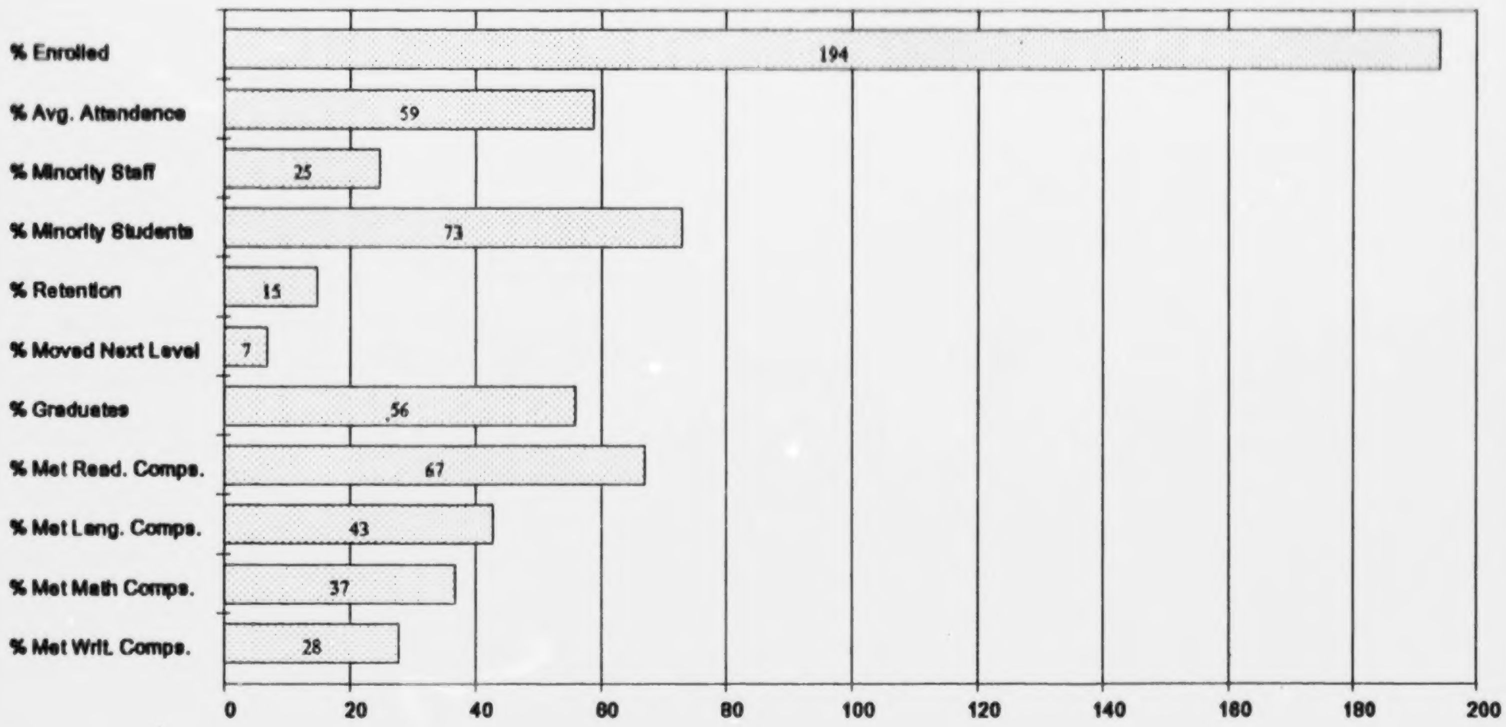
MPS Alternative Schools Evaluation, 1992-93



School Code: AA

MPS Alternative and Partnership Schools Evaluation

PHASE I AND PHASE II - 1992-1993

APPENDICES

SELECTED TABLES AND CHARTS ON MPS ALTERNATIVES AND PARTNERSHIP SCHOOLS EVALUATED, 1992-93

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MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX A

SUMMARY DATA TABLES AND CHARTS ON MPS ALTERNATIVES AND PARTNERSHIP SCHOOLS EVALUATED, 1992-93

Appendix A-1	Explanation of Summary Table - Appendix A-2
Appendix A-2:	Summary Table on Selected Student, Staff and Costs Statistics
Appendix A-3:	Scores on "Success Factors Grid" for All Schools Evaluated
Appendix A-4:	Chart: All Alternative and Partnership Schools By Code, and Scores on "Success Factors Grid" From Lowest to Highest Score
Appendix A-5:	Scattered Scores on "Success Factors Grid" of all Alternative and Partnership Schools' Evaluated, Mean Score, and Standard Deviation.
Appendix A-6	Table: Capacity, Enrollment, and Attendance Data - April 1993
Appendix A-7:	Student Demographics, Competency Tests and Attendance Data , Fall 1992 Data for MPS Alternative and Partnerships
Appendix A-8:	Alternative and Partnership Schools - Staff Demographics, Spring 1993
Appendix A-9:	Alternative and Partnership Schools Budget Allocations Disaggregated by Selected Categories

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Appendix A-1

MPS Alternative and Partnership Schools Evaluation

Phase I and Phase II Schools 1992-1993

EXPLANATION
How to Read Table "Appendix A - 2"

Table A-2 gives each alternative and partnership school evaluated a letter code, and groups them according to their scores on the "Success Factors Grid" included in this report. It also provides a brief comment and recommendation on each school evaluated. It is important to note that the school's *score* on the "Success Factors Grid" is only one indicator of performance. To get a more complete picture of a school, the reader needs to review the data on the school provided in Appendix A-2, then read the school's profile. If more information is needed, the Student Demographics Table (Appendix A-7), the Staff Demographics Table (Appendix A-8), and the Budgets Table (Appendix A-9) should also be consulted. Grouping of the schools is also done by their relationship to the **Arithmetic *Mean*** of the scores of all schools scored on the grid. The ***Mean*** and the ***S.D.*** differed when drawn on the scores of partnership schools evaluated during Phase I (Appendix B), partnership schools evaluated during Phase II (Appendix C), and MPS alternatives evaluated during Phase II (Appendix D). It is important to note that the scores on partnership schools evaluated during Phase I may no longer reflect real conditions in those schools. Most schools in that first group made many changes to their facilities and programs in response to the evaluation report released for Phase I of this project. **Below we provide a description of the four groups of schools displayed in Appendix A-2.**

1. **Schools which fell below 1/2 Standard Deviation (S. D. = 41.72) from the Mean (Mean = 133.5)**
   These schools are represented by letters R, P, X, L, O, S, F, and U. These schools are referred to in this report as *"poor"* --meaning that the quality of their instructional performance is very suspect. When other data on these schools is reviewed, they clearly appear as poor performers in relationship to others. Program deficiencies in these schools may be very difficult to correct.

2. **Schools within 1/2 a Standard Deviation below the Mean.**
   These schools are represented by letters C, Q, B, Y, A, M, and K. These schools are referred to in this report as *"low fair"* --meaning that their performance is below the average. When other data on these schools is reviewed, some may appear as poor and others may appear as having potential. The data may also indicate that their low score on the "grid" was a function of factors unrelated to their instructional delivery (i.e., facilities, administrative issues, etc.). Deficiencies in most of these schools could be corrected, but each needs a school improvement plan carefully monitored by MPS.

3. **Schools within 1/2 a Standard Deviation above the Mean.**
   These schools are represented by letters T, V, AA, and Z. These schools are referred to in this report as *"high fair"* --meaning that their performance is just above average. When other data on these schools is reviewed, some may still appear as poor, or as unacceptable instructional models in relationship to the research literature on effective schools for at-risk students. Their higher score on the "grid" may have been a function of good facilities, access to resources, etc.

4. **Schools above 1/2 a Standard Deviation above the Mean.**
   These schools are represented by letters N, J, G, W, E, D, I, and H. These schools are referred to in this report as *"good"* or *"excellent"* --meaning that their performance makes them "success" models among the alternative and partnership school network. When other data on these schools is reviewed, it will be noted that deficiencies can be remedied with ease. The data will also confirm that they are schools that should be maintained and or expanded.

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MPS ALTERNATIVE AND PARTNERSHIP SCHOOLS EVALUATION 1992-93
SUMMARY TABLE ON SELECTED STUDENT, STAFF, AND COSTS' STATISTICS

School Letter Code	Grade Level(s)	Score on Success Factors" Grid	Student Enrollment April 1993	Percent Non-White Students	April '93 Average Attend.	% Avg. Attend During Evaluation Visits	Total Full- and Part-Time Staff	Estimated Operating Costs 1993 *	COMMENTS AND RECOMMENDATIONS
R to U are below 1/2 S.D. from Mean									
R	E	33	30	97%	67%	52%	5	$163,780	Deficit-based remedial educ.; low expectations, poor organization, low staff moral..should be discontinued.
P	H	88	26	93%	31%	38%	4.25	$163,780	Deficit-based remedial education., low expectations, no educ. vision; a holding tank. Re-structure or discontinue.
X	MH	91	155	96%	70%	39%	19.5	$910,495	Deficit-based remedial teaching; prison-like ambiance; a holding tank; excessive staff; re-structure or discontinue.
L	H	92	39	98%	15%	26%	7	$238,430	Remedial educ.; no educ. at all; a holding tank; suspect organization. No vision. Re-structure or discontinue.
O	H	97	21	96%	42%	62%	3.2	$157,943	Deficit-based remedial education; a holding tank; limited commitment; no vision. Re-structure or discontinue
S	MH	98	208	87%	48%	46%	16.6	$735,232	Deficit-based; staff afraid of kids who show no respect; horrible school climate. Close and re-open differently.
F	H	101	34	96%	37%	68%	5	$141,512	Deficit-based; no vision; dreary ambiance; a holding tank; move, re-structure, or discontinue.
U	H	111	87	67%	30%	23%	6	$346,629	Remedial educ.; no leadership; poorly organized; no educ. vision; horrible facilities. Re-structure or discontinue.
Totals or Avg.		88.875	600	91.25%	50.00%	44.25%	66.55	$2,857,821	
C to K are within 1/2 S.D. below Mean									
C	MH	116	56	96%	46%	36%	6.85	$383,094	Deficit-based segregated remedial educ; no curriculum; low expectations; no vision. Re-structure or discontinue.
Q	MH	119	13	75%	82%	62%	5.5	$213,560	Deficit-based remedial; no curriculum; wrong program; good facility; re-structure, create different program.
B	H	120	30	74%	80%	77%	6.5	$163,780	Deficit-based remedial educ; no vision; fair staff; needs major re-structuring and educator as Coordinator.
Y	M	122	43	93%	86%	81%	8.9	$283,672	Needs improved curriculum & new facility. Turn into "girls" school. Make staff changes.
A	MH	125	59	98%	83%	59%	15.5	$303,164	Needs larger facility; specialize it as multicultural Spanish language specialty.
M	MH	125	69	93%	82%	36%	12	$331,560	Remedial educ; no curriculum; abdicates to kids; needs new facility/teachers; Questionable future.
K	M	127	23	84%	68%	80%	5.68	$163,780	Remedial educ.; needs expanded academic activity. Has good potential. Needs sustained good leadership.
Totals or Avg.		122	293	87.57%	75.29%	61.57%	60.93	$1,842,610	
	MEAN SCORE	133.5							
T to Z are within 1/2 S.D. Above Mean									
T	E	134	75	92%	60%	63%	10	$445,454	Deficit-based remedial educ; too much emphasis on discipline; turn into a Montessori Prog. for At-Risk children.
V	MH	134	337	53%	80%	46%	26.8	$1,323,509	Deficit-based remedial educ.; suspect assessment and crediting; excessive staff; has potential. Re-structure.
AA	H	134	116	73%	56%	17%	10.4	$403,842	1/2 day expensive remediation; deficit view of kids; abdicates to youth; consolidate with U and Z.
Z	H	136	122	74%	61%	16%	11	$589,986	1/2 day expensive remediation; suspect "packaged education;" suspect credits; consolidate with U & Z.
Totals or Avg.		134.5	650	73.00%	64.25%	35.50%	58.2	$2,762,791	
N to H are above 1/2 S.D. from Mean									
N	H	163	162	68%	70%	n/a	n/a	$488,202	College setting; great potential; very poor attendance, poor use of support staff to correct this.
J	M	170	34	91%	79%	68%	5.5	$195,758	Needs improved curriculum and better use of computers. Lighten up on discipline. Has potential.
G	H	175	52	96%	84%	64%	15.5	$293,208	Good program. MPS teacher should be teaching, not coordinating. Has good potential. Expand.
W	MH	178	228	93%	52%	33%	25	$969,298	Great program and facility. Needs improved attendance and, college focus, racial balance. Expand
E	H	190	70	91%	70%	69%	17	$363,563	Great program and facilities. Needs to strive for more racial balance and more college focus. Expand.
D	H	202	56	96%	46%	61%	13	$207,917	Great program. Good competency model. Needs to improve attendance & racial balance. Expand
I	H	211	88	58%	60%	58%	11.5	$462,460	Good program. Needs improved focus on academics, less remedial; money follows kids. Expand.
H	H	213	87	93%	75%	65%	11	$412,680	Great program. High expectations/creative academics. Needs new facility. Provide facility & expand.
Totals or Avg.		187.75	777	85.75%	67.00%	59.71%	98.5	$3,393,000	
Grand Totals:			2320				284.18	$10,856,310	Note: Close to 75% of the programs above need to strive for racial balance. About 9-10 need to be significantly re-structured or discontinued.

NOTE: These calculations do not include SER, one of the partnership schools which started later this year. Where figures were not available, this is indicated with "n/a", and the averages or sums of the columns are for the other schools only. Attendance data should be viewed cautiously. Both the monthly attendance average and the average attendance at the time of evaluators visits could have been negatively affected by many factors, making attendance an unreliable measure.

* Budget figures include approximate costs of MPS teacher(s)' fringe benefits.

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Appendix A-3

MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION

Scores on "Success Factors" Grid
All MPS Alternatives and Partnership Schools Evaluated
1992-1993

School Name *	Score	STD	Minus STD
R	33	41.72	-8.72
P	88	41.72	46.28
X	91	41.72	49.28
L	92	41.72	50.28
O	97	41.72	55.28
S	98	41.72	56.28
F	101	41.72	59.28
U	111	41.72	69.28
C	116	41.72	74.28
Q	119	41.72	77.28
B	120	41.72	78.28
Y	122	41.72	80.28
A	125	41.72	83.28
M	125	41.72	83.28
K	127	41.72	85.28
Mean Score	133.5		133.5
			Plus STD
T	134	41.72	92.28
V	134	41.72	92.28
AA	134	41.72	92.28
Z	136	41.72	94.28
N	163	41.72	121.28
J	170	41.72	128.28
G	175	41.72	133.28
W	178	41.72	136.28
E	190	41.72	148.28
D	202	41.72	160.28
I	211	41.72	169.28
H	213	41.72	171.28

* All schools evaluated are identified by a letter code. This was done to ensure confidentiality until all schools evaluated are provided with a copy of their individual evaluation report.

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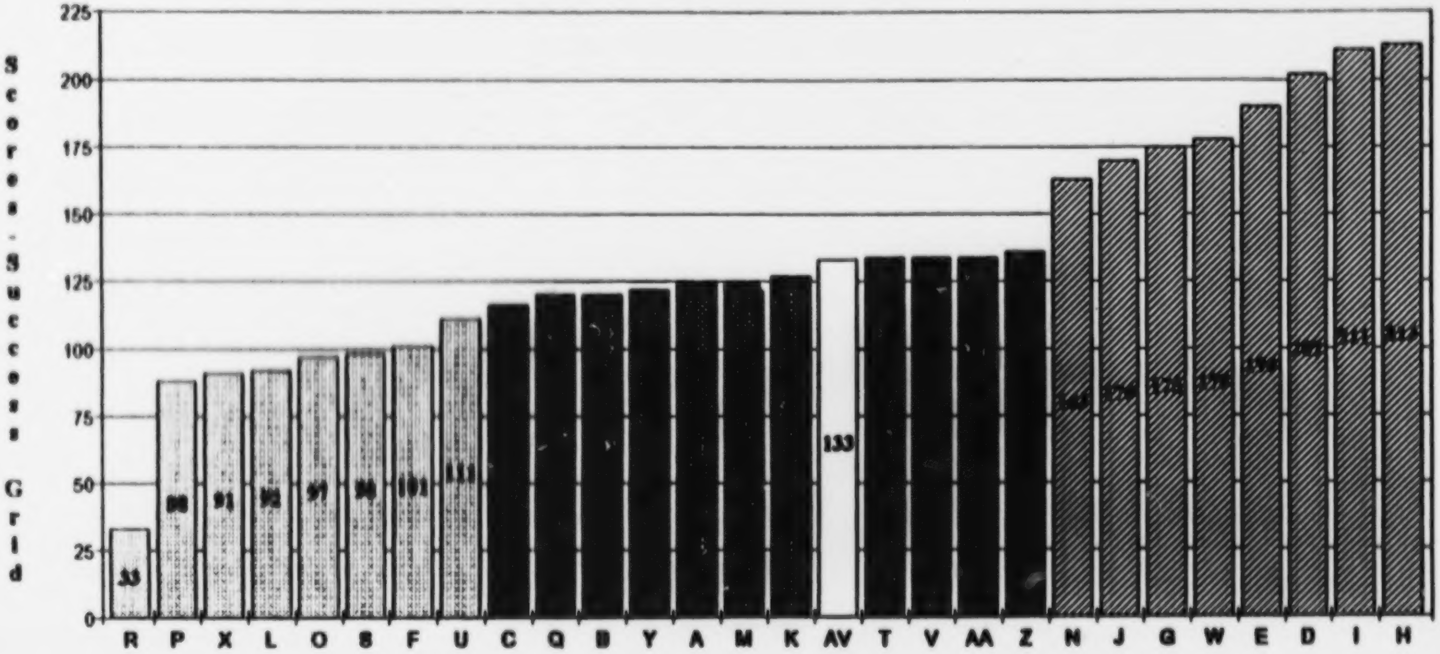
MPS Alternative Schools' Evaluation 1992-93



Scores on all alternative and partnership schools evaluated. Scores are taken from the "Success Factors: Grid elsewhere in this report. Low score was 33, top score was 213, average score was 133.5, and S.D. was 41.72. Schools are coded by letter. Letters R to U are schools that fell below 1/2 S.D. below the Mean score on the grid. Letters C to K are schools that fell within 1/2 S.D. below the Mean. Letters T to Z are schools that fell within 1/2 S.D. above the Mean. Letters N to H are schools that scored above 1/2 S.D. from the Mean.

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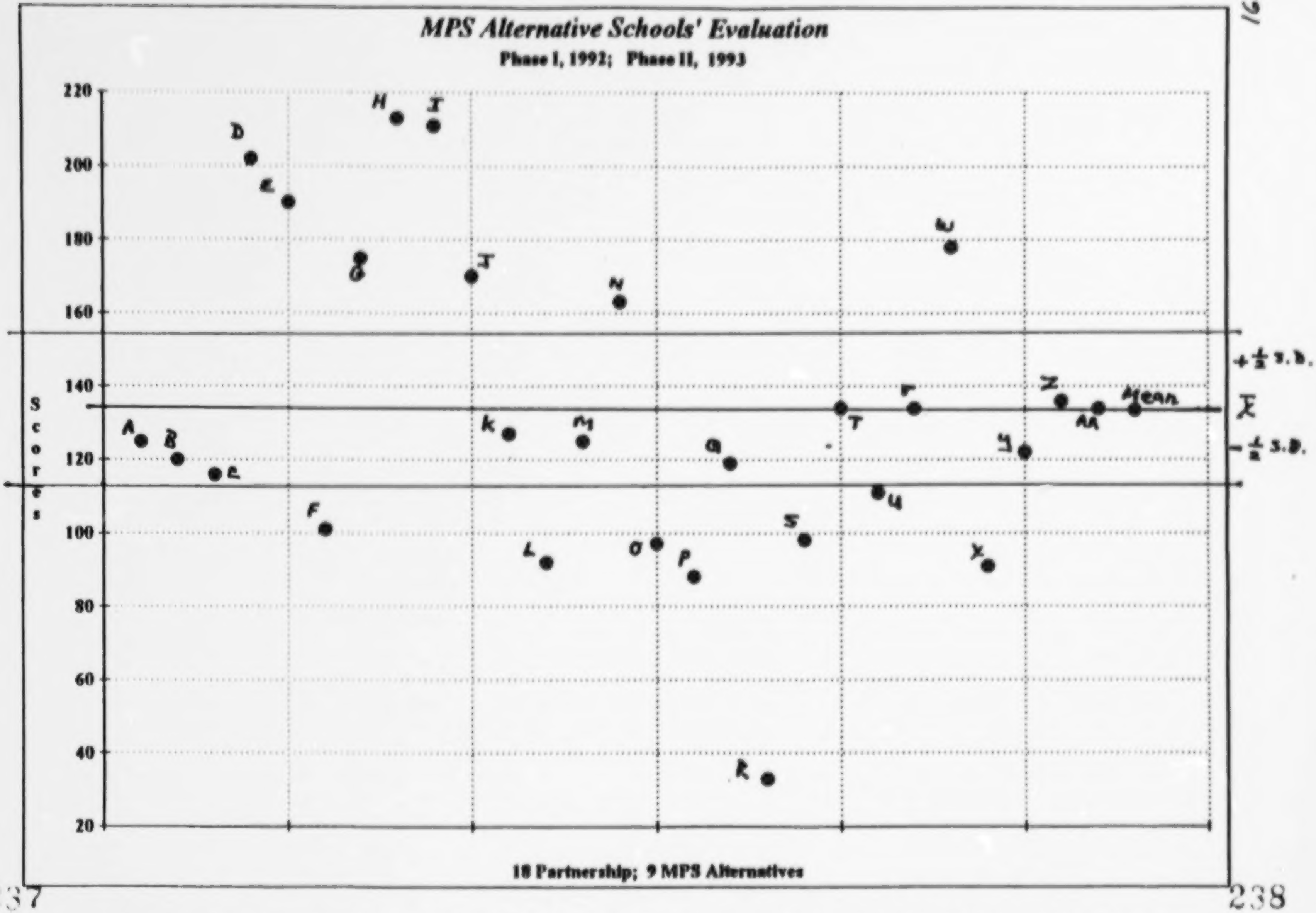

*Scores on all alternative/partnership schools evaluated: Low Score was 33, top score was 213, Average was 133.5; and the S.D. was 41.72.

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Appendix A-3

MPS ALTERNATIVE/PARTNERSHIP SCHOOLS EVALUATION
PHASE II SPRING 1993: CAPACITY, ENROLLMENT, AND ATTENDANCE DATA FOR APRIL 1993

	Grade	** Capacity	** Enrolled	Percent Enrolled	% Avg. Attnd. for all Progms. for April '93	Approx. Number Students Observed during Visits	Observed Attnd. as % of Enrollment
MPS ALTERNATIVES							
S	MH	240	208	86.7%	48%	95	46%
T	E	120	75	62.5%	60%	40	53%
U	H	100	87	87.0%	50%	20	23%
V	MH	350	337	96.3%	80%	150	45%
W	MH	220	228	103.6%	52%	75	33%
X	MH	250	155	62.0%	70%	60	39%
Y	M	45	43	95.6%	86%	35	81%
Z	H	140	122	87.1%	61%	20	16%
AA	H	80	116	145.0%	56%	20	17%
ALTERNATIVE SUBTOTAL		1545	1371	88.7%			
PARTNERSHIP SCHOOLS							
L	H	45	39	86.7%	15%	10	26%
A	MH	58	59	101.7%	83%	34	59% *
G	H	56	52	92.9%	84%	36	64% *
C	MH	80	56	70.0%	46%	29	36% *
M	MH	60	69	115.0%	82%	25	36%
I	H	90	88	97.8%	60%	46	58% *
D	H	53	56	105.7%	46%	40	61% *
N	H	140	162	115.7%	70%	N/A	N/A
O	H	30	21	70.0%	42%	13	62%
P	H	30	26	86.7%	51%	10	38%
H	H	80	87	108.8%	75%	52	65% *
B	H	30	30	100.0%	80%	23	77% *
E	H	65	70	107.7%	70%	41	69% *
Q	MH	40	13	32.5%	82%	8	62%
J	M	31	34	109.7%	79%	23	68% *
K	M	30	23	76.7%	68%	20	80% *
F	H	30	34	113.3%	57%	20	68% *
R	E	30	29	96.7%	67%	15	52%
PARTNERSHIPS SUBTOTAL		978	948	96.9%			
GRAND TOTAL		2523	2319	91.9%			

NOTE: Eleven Partnership Schools (Letters A to K) were evaluated in the Spring of 1992. Another seven (Letters L to R) during the Spring of 1993. Nine MPS Alternatives (Letters S to AA) were evaluated during the Spring of 1993. In total, 27 schools were evaluated. One Partnership school, SER, was not evaluated because the program began just weeks before the evaluation teams started their data collection. The attendance data above represent averages of the attendance report for all programs in one building. Although there are marked differences in average attendance by program, this table assumes that the average attendance of all programs at an alternative/partnership site is a good indicator of performance.

* *These partnership schools were observed during Phase I, Spring of 1992. The "observed attendance as a percent of enrollment" recorded for these schools is the percent that the number of students observed during evaluators' visits represents of the schools' enrollment in April of 1992, not April of 1993.*

** *The capacity and enrollment figures in this table represent aggregates of all programs --at each school-- serving at-risk students and students re-assigned by the Div. Of Student Services because of disciplinary violations.*

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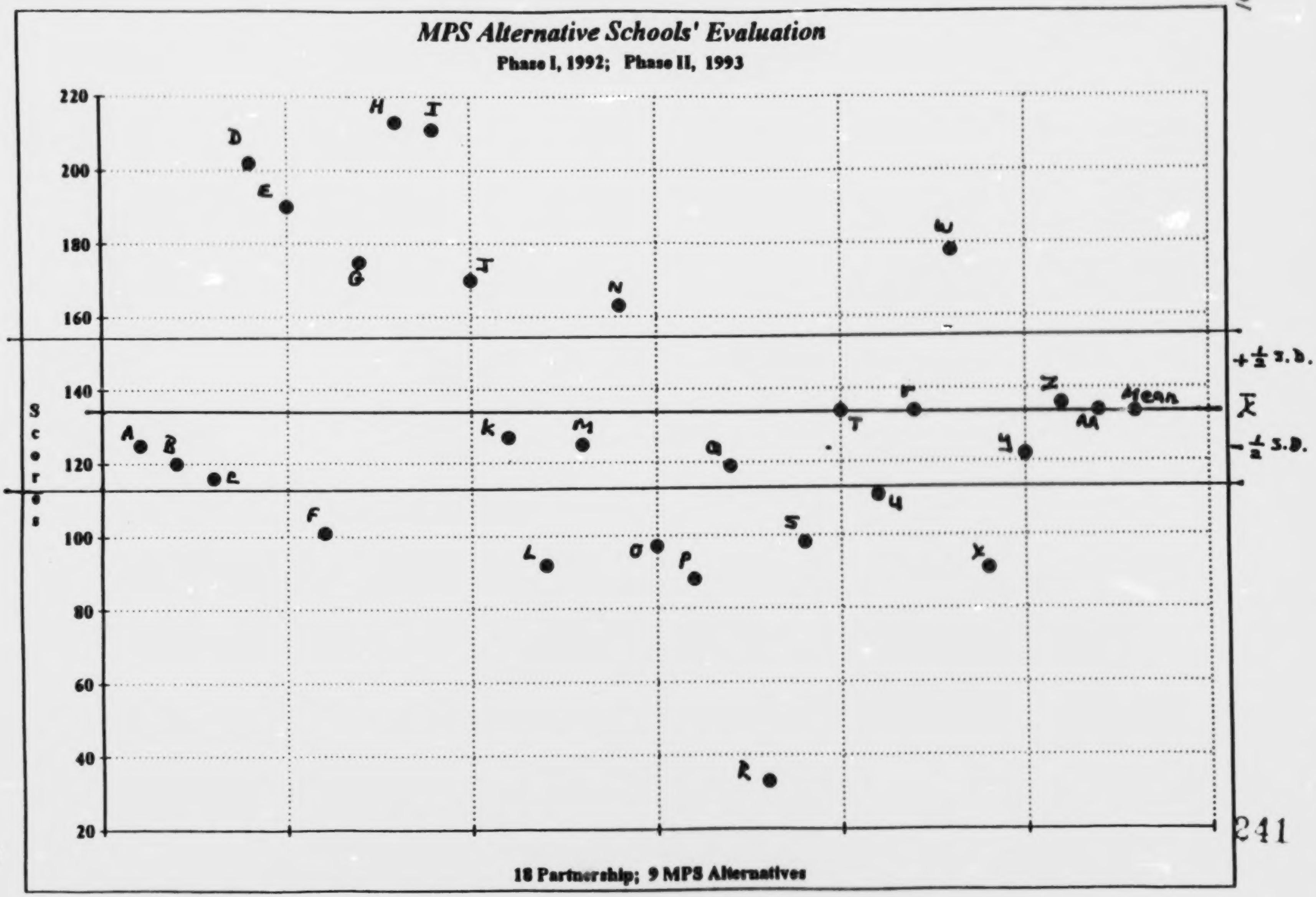

MPS Alternative Schools' Evaluation

Phase I, 1992; Phase II, 1993

*Scores on all alternative/partnership schools evaluated: Low Score was 33, top score was 213, Average was 133.5; and the S.D. was 41.72.

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MPS ALTERNATIVE/PARTNERSHIP SCHOOLS EVALUATION
PHASE II SPRING 1993: CAPACITY, ENROLLMENT, AND ATTENDANCE DATA FOR APRIL 1993

	Grade	** Capacity	** Enrolled	Percent Enrolled	% Avg. Attnd. for all Progms. for April '93	Approx. Number Students Observed during Visits	Observed Attnd. as % of Enrollment
MPS ALTERNATIVES							
S	MH	240	208	86.7%	48%	95	46%
T	E	120	75	62.5%	60%	40	53%
U	H	100	87	87.0%	50%	20	23%
V	MH	350	337	96.3%	80%	150	45%
W	MH	220	228	103.6%	52%	75	33%
X	MH	250	155	62.0%	70%	60	39%
Y	M	45	43	95.6%	86%	35	81%
Z	H	140	122	87.1%	61%	20	16%
AA	H	80	116	145.0%	56%	20	17%
ALTERNATIVE SUBTOTAL		1545	1371	88.7%			
PARTNERSHIP SCHOOLS							
L	H	45	39	86.7%	15%	10	26%
A	MH	58	59	101.7%	83%	34	59% *
G	H	56	52	92.9%	84%	36	64% *
C	MH	80	56	70.0%	46%	29	36% *
M	MH	60	69	115.0%	82%	25	36%
I	H	90	88	97.8%	60%	46	58% *
D	H	53	56	105.7%	46%	40	61% *
N	H	140	162	115.7%	70%	N/A	N/A
O	H	30	21	70.0%	42%	13	62%
P	H	30	26	86.7%	51%	10	38%
H	H	80	87	108.8%	75%	52	65% *
B	H	30	30	100.0%	80%	23	77% *
E	H	65	70	107.7%	70%	41	69% *
Q	MH	40	13	32.5%	82%	8	62%
J	M	31	34	109.7%	79%	23	68% *
K	M	30	23	76.7%	68%	20	80% *
F	H	30	34	113.3%	57%	20	68% *
R	E	30	29	96.7%	67%	15	52%
PARTNERSHIPS SUBTOTAL		978	948	96.9%			
GRAND TOTAL		2523	2319	91.9%			

NOTE: Eleven Partnership Schools (Letters A to K) were evaluated in the Spring of 1992. Another seven (Letters L to R) during the Spring of 1993. Nine MPS Alternatives (Letters S to AA) were evaluated during the Spring of 1993. In total, 27 schools were evaluated. One Partnership school, SER, was not evaluated because the program began just weeks before the evaluation teams started their data collection. The attendance data above represent averages of the attendance report for all programs in one building. Although there are marked differences in average attendance by program, this table assumes that the average attendance of all programs at an alternative/partnership site is a good indicator of performance.

** These partnership schools were observed during Phase I, Spring of 1992. The "observed attendance as a percent of enrollment" recorded for these schools is the percent that the number of students observed during evaluators' visits represents of the schools' enrollment in April of 1992, not April of 1993.*

*** The capacity and enrollment figures in this table represent aggregates of all programs —at each school— serving at-risk students and students re-assigned by the Div. Of Student Services because of disciplinary violations.*

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MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION
STUDENT DEMOGRAPHICS, COMPETENCY TESTS & ATTENDANCE, 1992-93 *

			Students	% of	[Gender]				[Ethnic / Racial Composition of Students]								[% Met Competencies] **				Average
MPS ALTERNATIVES Code	Grade	Capacity	Enrolled	Cap.	Male	0.0%	Female	0.0%	White	0.0%	Black	0.0%	Hisp.	0.0%	Other	0.0%	Read.	Lang.	Math	Writ.	Attend.***
S	HM	240	208	86.7%	110	52.9%	98	47.1%	34	16.3%	161	77.4%	6	2.9%	7	3.4%	51%	37%	32%	29%	65%
T	E	120	75	62.5%	63	84.0%	12	16.0%	6	8.0%	62	82.7%	5	6.7%	2	2.7%	xx	xx	xx	xx	NA
U	H	100	89	89.0%	56	62.9%	33	37.1%	29	32.6%	51	57.3%	3	3.4%	6	6.7%	58%	36%	36%	27%	59%
V	MH	350	386	110.3%	231	59.8%	155	40.2%	182	47.2%	132	34.2%	52	13.5%	20	5.2%	48%	44%	43%	34%	84%
W	MH	220	228	103.6%	8	3.5%	220	96.5%	17	7.5%	201	88.2%	6	2.6%	4	1.8%	42%	18%	15%	15%	58%
X	MH	250	159	63.6%	115	72.3%	44	27.7%	7	4.4%	142	89.3%	7	4.4%	3	1.9%	21%	12%	9%	6%	72%
Y	M	45	43	95.6%	27	62.8%	16	37.2%	3	7.0%	36	83.7%	3	7.0%	1	2.3%	12%	0%	9%	0%	90%
Z	H	140	122	87.1%	45	36.9%	77	63.1%	32	26.2%	74	60.7%	12	9.8%	4	3.3%	90%	80%	72%	70%	62%
AA	H	80	116	145.0%	58	50.0%	58	50.0%	31	26.7%	78	67.2%	4	3.4%	3	2.6%	67%	43%	37%	28%	70%
ALTERNATIVE SUBTOTALS		1545	1426	92.3%	713	50.0%	713	50.0%	341	23.9%	937	65.7%	98	6.9%	50	3.5%					
PARTNERSHIP SCHOOLS																					
L	H	45	38	84.4%	16	42.1%	22	57.9%	1	2.6%	36	94.7%	1	2.6%	0	0.0%	33%	15%	8%	5%	51%
A	MH	58	60	103.4%	19	31.7%	41	68.3%	1	1.7%	20	33.3%	39	65.0%	0	0.0%	38%	27%	22%	20%	88%
G	H	56	49	87.5%	22	44.9%	27	55.1%	2	4.1%	47	95.9%	0	0.0%	0	0.0%	39%	37%	20%	18%	88%
C	MH	80	54	67.5%	33	61.1%	21	38.9%	2	3.7%	50	92.6%	1	1.9%	1	1.9%	17%	0%	5%	0%	61%
M	MH	60	69	115.0%	35	50.7%	34	49.3%	5	7.2%	57	82.6%	5	7.2%	2	2.9%	33%	17%	11%	7%	72%
I	H	90	88	97.8%	20	22.7%	68	77.3%	37	42.0%	21	23.9%	24	27.3%	6	6.8%	66%	49%	49%	36%	73%
D	H	53	56	105.7%	6	10.7%	50	89.3%	2	3.6%	51	91.1%	0	0.0%	3	5.4%	37%	48%	36%	36%	62%
N	H	140	162	115.7%	82	50.6%	80	49.4%	50	30.9%	98	60.5%	12	7.4%	2	1.2%	63%	49%	53%	41%	63%
O	H	30	25	83.3%	10	40.0%	15	60.0%	1	4.0%	24	96.0%	0	0.0%	0	0.0%	32%	4%	16%	8%	60%
P	H	30	28	93.3%	18	64.3%	10	35.7%	2	7.1%	26	92.9%	0	0.0%	0	0.0%	57%	43%	28%	21%	43%
H	H	80	87	108.8%	43	49.4%	44	50.6%	6	6.9%	79	90.8%	1	1.1%	1	1.1%	61%	37%	31%	16%	84%
B	H	30	31	103.3%	10	32.3%	21	67.7%	8	25.8%	0	0.0%	22	71.0%	1	3.2%	71%	39%	39%	39%	80%
E	H	65	69	106.2%	0	0.0%	69	100%	6	8.7%	62	89.9%	0	0.0%	1	1.4%	70%	45%	32%	26%	81%
Q	MH	45	28	62.2%	20	71.4%	8	28.6%	7	25.0%	19	67.9%	2	7.1%	0	0.0%	70%	40%	40%	0%	80%
J	M	31	34	109.7%	22	64.7%	12	35.3%	3	8.8%	29	85.3%	0	0.0%	2	5.9%	30%	3%	11%	0%	83%
K	M	30	32	106.7%	23	71.9%	9	28.1%	5	15.6%	6	18.8%	20	62.5%	1	3.1%	21%	0%	18%	0%	88%
R	E	30	30	100.0%	29	96.7%	1	3.3%	3	10.0%	27	90.0%	0	0.0%	0	0.0%	xx	xx	xx	xx	N/A
PARTNERSHIP SUBTOTALS		953	940	98.6%	408	43.4%	532	56.6%	141	15.0%	652	69.4%	127	13.5%	20	2.1%					
GRAND TOTALS		2498	2366	94.7%	1121	47.4%	1245	52.6%	482	20.4%	1589	67.2%	225	9.5%	70	3.0%					

* Data used for this table was that available on all students enrolled in MPS Alternatives and Partnership Schools during the fall of 1992.

** Percentages reflect only students who have taken competency tests.

*** Average attendance is average of monthly attendance from August to December, 1992.

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MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION PHASE II SPRING 1993
STAFF DATA: NUMBERS AND OTHER DEMOGRAPHICS

			— PART - AND FULL-TIME STAFF BY JOB CLASSIFICATION —								STAFF ETHNIC/RACIAL COMPOSITION**					GENDER	
	Grade	Cap.*	Admin.	Clerical	Non-Instruc.	Teachers	Inst. Aides	Student Serv.	Other	Total Staff	White	Black	Hisp.	Other	% Non-White	M	F
MPS Alternatives																	
School CODE																	
S	MH	240	1	1		10		2		14.00	12	7			36.8%	9	10
T	E	120	1	0.5		6	1	1.5		10.00	2	9			81.8%	4	7
U	H	100				3		1		6.00	2	4			66.7%	3	3
V	MH	350	1	1.5		17	4	2.8	0.5	26.80	17	11		1	41.4%	14	15
W	MH	220	1	2		15	2	5		25.00	16	8		1	36.0%	6	19
X	MH	250	1	1		7	5.5	5		19.50	4	16	1		81.0%	8	13
Y	M	45	1	0.5	1	3	3	0.4		8.90	4	6	1		63.6%	4	7
Z	H	140	1	1	1	7		1		11.00	8	3			27.3%	5	6
AA	H	80	1	1		4	2	2.4		10.40	9	3			25.0%	6	6
ALTERNATIVE SUBTOTALS		1545	8	8.5	2	74	17.5	21.1	0.5	131.60	74	67	2	2	49.0%	59	86
Partnership Schools																	
L	H	45	1	1		2	2	1		7.00	2	6	2		80.0%	5	5
A	MH	38	2	2	1	7		2.5	1	15.50	4	1	11		75.0%	1	15
G	H	36	1	1		5	1.5			8.50	4	7			63.6%	4	7
C	M	80	0.35			4	2	0.5		6.85		12			100.0%	5	7
M	MH	60	2	0.5		6		3	0.5	12.00	5	8			61.5%	7	6
I	H	90	2	0.5		6	0.5	0.5		9.50	10			1	9.1%	5	6
D	H	33	2	2		6	1	1		12.00	8	4			33.3%	3	9
N	H	140															
O	H	30	0.45	0.25		2	0.5			3.20	1	5			83.3%	3	3
P	H	30	0.75	0.25		1.75	1	0.5		4.25	2	6			75.0%	5	3
H	H	80	1	1		9				11.00	8	3			27.3%	5	6
B	H	30	0.5	1		3	0.5	0.5		5.50	7		1		12.5%	2	6
E	H	65	2	1	0.5	9.5			1	14.00	8	5	1		42.9%	3	11
Q	MH	40	0.5			2	2			4.50	2	3			60.0%	5	0
J	M	31	1.5	0.5	0.5	3				5.50		7			100.0%	4	3
K	M	30	0.43	0.25		2.4	1	1.6		5.68	4		8		66.7%	6	6
F	H	30	1	1		3				5.00		5			100.0%	0	5
R	E	30	1			2	1	1		5.00		5			100.0%	1	4
PARTNERSHIP SUBTOTALS		978	19.48	12.25	2	73.65	13	12.1	2.5	134.90	65	77	23	1	60.8%	62	104
GRAND TOTAL		2523	27.48	20.75	4	147.65	30.5	33.2	3	266.50	139	144	25	3	55.3%	121	190
															Percent male/female>	38.9%	61.1%

* Capacity is based on April 1993 figures compiled by the MPS Office of Alternative School Monitoring and the Division of Student Services.

** Figures under the "Staff Ethnic/Racial Composition" columns represent individuals associated with the school, both part- and full-time.

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MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION 1992-1993
PROGRAM BUDGETS BY SELECTED FUNDING CATEGORIES

MPS ALTERNATIVES (School Code)	Grade	Capacity	Admin.	Clerical	Instructional Staff/Teachers	Student Support Staff	Other non-Inst. Staff	Fringe Benefits	Consultant & Contracted	Instruction Supplies	Facilities Utilities	Other Costs	Total Budget
S	MH	240	$69,632	$17,773	$323,133	$87,604	$300	$189,302		$23,680	$7,200	$14,400	$735,232
T	E	120	$32,000	$3,000	$237,732		$300	$111,238		$8,244	$31,200	$1,500	$445,414
U	H	100		$1,020	$193,763	$43,802	$200	$90,662		$7,100		$10,082	$346,629
V	MH	350	$69,632	$27,847	$627,311	$87,604	$3,000	$308,793		$42,194	$8,000	$148,908	$1,323,309
W	MH	220	$60,168	$15,917	$532,328	$47,107	$3,600	$249,098	$25,000	$27,780		$8,300	$969,298
X	MH	250	$53,881	$19,660	$436,634	$87,604		$227,156	$33,000	$30,225	$2,000	$20,335	$910,495
Y	M	45	$60,168		$122,638			$69,466		$4,800	$26,000	$600	$283,672
Z	H	140	$60,168	$17,773	$280,132	$43,802	$300	$152,713		$24,098		$10,800	$589,986
AA	H	80		$16,690	$160,414	$92,810		$102,567		$20,861		$10,500	$403,842
ALTERNATIVE SUBTOTALS		1545	$425,689	$119,680	$2,914,285	$490,333	$8,300	$1,500,995	$58,000	$190,990	$74,400	$225,425	$6,008,097
PARTNERSHIP SCHOOLS													
L	H	45	$26,381	$14,620	$76,737	$17,520		$35,108	$25,213	$2,970	$15,091	$24,590	$238,430
A	MH	58	$57,000	$16,500	$109,760	$26,000	$6,588	$49,083	$1,500	$7,571	$21,700	$7,462	$303,164
G	H	36	$12,000	$13,000	$153,000			$48,930	$14,500	$11,150	$20,608	$20,020	$293,208
C	MH	80	$16,327		$181,274	$11,000	$9,700	$72,679	$16,000	$14,500	$22,834	$38,560	$383,094
M	MH	60	$70,000		$120,280	$4,000	$7,020	$54,960	$5,000	$11,900	$22,350	$36,050	$331,560
I	H	90	$72,200	$13,770	$181,255	$11,000	$10,000	$57,660	$26,480	$12,200	$55,230	$22,665	$462,460
D	H	53	$23,000	$3,200	$93,440	$17,710		$20,916		$12,500	$34,851	$2,300	$207,917
N	H	140											$488,202
O	H	30	$13,734	$3,906	$65,952			$24,387	$1,500	$6,330	$22,648	$17,386	$157,843
P	H	30	$12,409	$1,811	$62,761	$8,580		$32,618	$3,000	$6,128	$15,800	$20,673	$163,780
H	H	80	$34,020	$27,046	$189,034			$73,828	$12,000	$19,500	$47,600	$9,652	$412,680
B	H	30	$7,500	$21,060	$51,000		$18,000	$28,989	$868	$5,381	$13,020	$17,762	$163,780
E	H	60	$30,293	$25,515	$154,406		$45,434	$39,357	$10,428	$6,350	$21,262	$10,500	$363,565
Q	MH	40	$16,000		$97,700			$38,266	$9,400	$2,740	$19,200	$30,254	$213,560
J	M	31	$29,575	$8,880	$87,104		$10,894	$33,804	$3,230	$8,171	$10,700	$3,380	$195,758
K	M	30	$5,625	$1,080	$81,470	$19,890		$30,555		$1,500	$4,700	$18,960	$163,780
F	H	30	$20,422	$6,000	$61,902			$28,153	$4,898	$4,467	$8,701	$6,969	$141,512
R	E	30	$16,561	$1,204	$87,928			$22,502	$6,300		$28,185	$900	$163,780
PARTNERSHIP SUBTOTALS		973	$483,447	$159,612	$1,855,023	$115,700	$107,636	$691,795	$140,537	$133,538	$384,500	$288,083	$4,848,093
GRAND TOTALS		2518	$909,136	$279,292	$4,769,308	$606,033	$115,936	$2,192,790	$198,537	$324,548	$458,900	$513,508	$10,856,190

Note: Budget figures on this table are approximate. For each school, they include approximate amounts for staff fringe benefits estimated at 38% of full-time staff costs. The estimates are on the conservative side. They do not include facilities and maintenance costs for most of the MPS alternatives, nor transportation costs for students in these programs. Costs for SER, a partnership school recently added to the group above, are not included.

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MPS Alternative and Partnership Schools Evaluation

PHASE I - Spring 1992

APPENDIX B

Phase I: Partnership Schools Evaluated in Spring 1992

Appendix B-1:	Scores on "Success Factors Grid" - Partnership Schools A to K.
Appendix B-2:	Scattergram of Scores on "Success Factors Grid"

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MPS PARTNERSHIP SCHOOLS EVALUATION, PHASE I, SPRING 1992
PRACTICES WHICH CONTRIBUTE TO SUCCESSFUL PROGRAMS IN PARTNERSHIP SCHOOLS

	Practices Which Contribute to Success in Partnership Schools	PARTNERSHIP SCHOOLS, SPRING 1992												
		A	B	C	D	E	F	G	H	I	J	K	Avg.	STD
1	The primary mission of the agency is the education of young people	4	2	3	4	5	2	4	5	5	3	3	3.64	1.07
2	Staff and students feel that there are high expectations of them	1	2	1	4	4	1	3	5	4	4	2	2.82	1.40
3	Head of school/agency is also the Instructional Leader of the program	4	0	0	4	4	0	0	5	5	0	0	2.00	2.22
4	Financial records show that MPS funding clearly follows the students	4	2	1	5	5	3	5	5	5	4	1	3.64	1.55
5	Teachers have access to adequate instructional materials	3	3	2	5	4	2	4	4	5	4	3	3.55	0.99
6	Teachers/staff use and connect students to community resources	2	2	3	4	3	3	4	4	4	4	4	3.36	0.77
7	There is a clearly articulated, structured and focused full-day curriculum	2	2	1	5	5	1	4	5	5	4	2	3.27	1.60
8	Curriculum is content-specific, holistic, relevant, fun, and culturally-base	2	2	1	4	4	1	4	4	4	4	2	2.91	1.24
9	Students feel basic skills in reading, writing, & math are effectively taugh	2	3	2	4	4	1	4	5	4	4	2	3.18	1.19
10	The principal mode of teaching is group instruction, not individual tutori	4	3	2	4	5	1	5	5	4	4	3	3.64	1.23
11	There are computers available and used for instructional support	3	1	1	3	3	1	5	5	5	0	3	2.73	1.71
12	Staff collaboratively develop and articulate curriculum & school project	2	2	2	4	4	2	4	3	3	3	3	3.27	1.14
13	Staff have dedicated time during summer for curriculum development	2	1	1	3	3	0	3	5	5	3	1	2.45	1.36
14	Staff is reflective of racial/ethnic makeup of the student body	4	1	5	4	2	5	5	3	3	4	2	3.45	1.30
15	There are small ratios of students to teacher in most classrooms	4	1	4	4	4	3	3	4	4	4	1	3.27	1.14
16	There are more than two teachers working as a team	3	0	3	4	4	2	4	5	5	4	0	3.09	1.68
17	MPS teacher(s) are truly part of a team with partnership school staff	2	4	3	3	4	1	5	5	5	4	4	3.64	1.23
18	All staff are periodically evaluated by the Instructional Leader	3	0	1	4	4	1	4	5	4	4	0	2.73	1.76
19	Classroom Teachers are supported by paraprofessionals or volunteers	3	3	2	3	3	1	4	5	4	4	4	3.27	1.05
20	Staff development is an integral part of instructional program	2	2	2	4	4	2	4	5	5	3	2	3.18	1.19
21	Staff are provided adequate preparation and planning time	2	4	3	4	4	4	4	4	4	4	2	3.55	0.78
22	Teachers are primarily assigned to teach in areas of content expertise	2	3	3	4	4	2	3	4	4	4	2	3.18	0.83
23	There is staff and teacher satisfaction	2	3	3	4	3	3	4	5	5	4	4	3.64	0.88
24	Teachers and staff have a genuine sense of empowerment	2	2	2	4	3	2	3	4	4	3	2	2.82	0.83
25	There is authentic student assessment; student must "earn" credits	3	2	2	4	4	1	3	4	4	3	1	2.82	1.11
26	Students' Individualized Educational/Training Plans are up to date	3	4	2	5	4	2	3	4	4	3	1	3.18	1.11
27	Students are given meaningful homework , regularly	2	2	1	4	4	1	2	3	3	3	1	2.36	1.07
28	Critical thinking skills are taught across the curriculum	2	1	1	4	4	1	3	5	4	3	2	2.73	1.33
29	Students feel they are being prepared for further/higher education	1	2	2	5	4	1	3	5	4	3	2	2.91	1.38
30	Students radiate competence, and feel confident about higher education	1	2	1	5	4	1	3	5	4	3	1	2.73	1.54
31	Students are involved in extra-curricular and/or community events	3	1	3	3	4	3	5	4	4	4	4	3.45	0.99
32	Students and staff feel part of a "family," & there is self-esteem building	2	3	3	4	3	2	5	4	4	4	4	3.45	0.89
33	Students feel that staff cares about them and treats them with respect	2	5	4	5	3	3	4	4	4	3	3	3.64	0.88
34	Students feel there are adults who can serve as positive role models	3	4	4	4	4	3	4	4	4	4	3	3.73	0.45
35	Students know what they need to graduate and how to achieve it	2	4	2	5	4	2	4	5	4	2	2	3.27	1.21
36	Students are counseled on job, careers, & college opportunities	4	4	4	4	4	4	4	4	4	4	4	4.00	0.00
37	Students are provided comprehensive non-instructional support services	3	4	4	4	4	3	4	4	4	4	4	3.82	0.39
38	Students are provided with employment opportunities	2	2	3	3	2	2	3	3	3	3	4	2.73	0.62
39	Students are connected to community projects and other resources	2	2	3	3	3	2	4	3	3	3	4	2.91	0.67
40	Students understand discipline procedure & believe it's applied fairly	2	4	4	4	4	4	4	5	5	2	2	3.64	1.07
41	Students help set & implement discipline procedure & other school polic	0	0	0	2	2	1	2	5	3	0	0	1.36	1.55
42	There are several dedicated classrooms , study & relaxing area	0	1	2	4	4	2	0	3	4	3	2	2.27	1.42
43	There is a dedicated and clean lunch area	3	1	1	4	4	2	0	3	4	3	4	2.64	1.37
44	Students and staff feel physically safe in school setting	2	4	4	4	4	2	4	4	4	3	2	3.36	0.88
45	There are no physical plant, city or fire code violations	2	3	2	4	4	1	2	3	4	4	4	3.00	1.04
46	Students feel physical facilities are clean and comfortable	2	2	0	4	4	2	1	3	5	3	4	2.73	1.42
47	There is agency commitment to & ongoing improvement of facilities	4	4	3	4	4	2	4	4	5	4	5	3.91	0.79
48	Parents are kept informed of student progress and attendance	4	4	3	4	4	3	4	4	4	5	4	3.91	0.51
49	Parents are involved in school instructional activities	2	1	2	2	2	2	2	2	2	3	2	2.00	0.43
50	Parents are encouraged to monitor their children's academic activities	3	3	3	3	3	2	3	3	3	4	3	3.00	0.43
51	Most parents believe their children are receiving a good education	2	3	2	4	4	3	3	4	4	4	3	3.27	0.75
	TOTAL SCORE :	125	129	116	202	190	101	175	213	211	170	127	159.89	48.14

(Each item was given a 0-5 value, 5 highest value.
Score cannot exceed 255 points).

Note: The 51 successful practices listed above were identified during this evaluation. There may be partnership schools with low scores on this grid which report successful program outcomes, as per chapter 118.153. The inconsistencies between quantitative measures of success and the qualitative indicators on this grid suggest a need for other ways of measuring the effectiveness of partnership schools.

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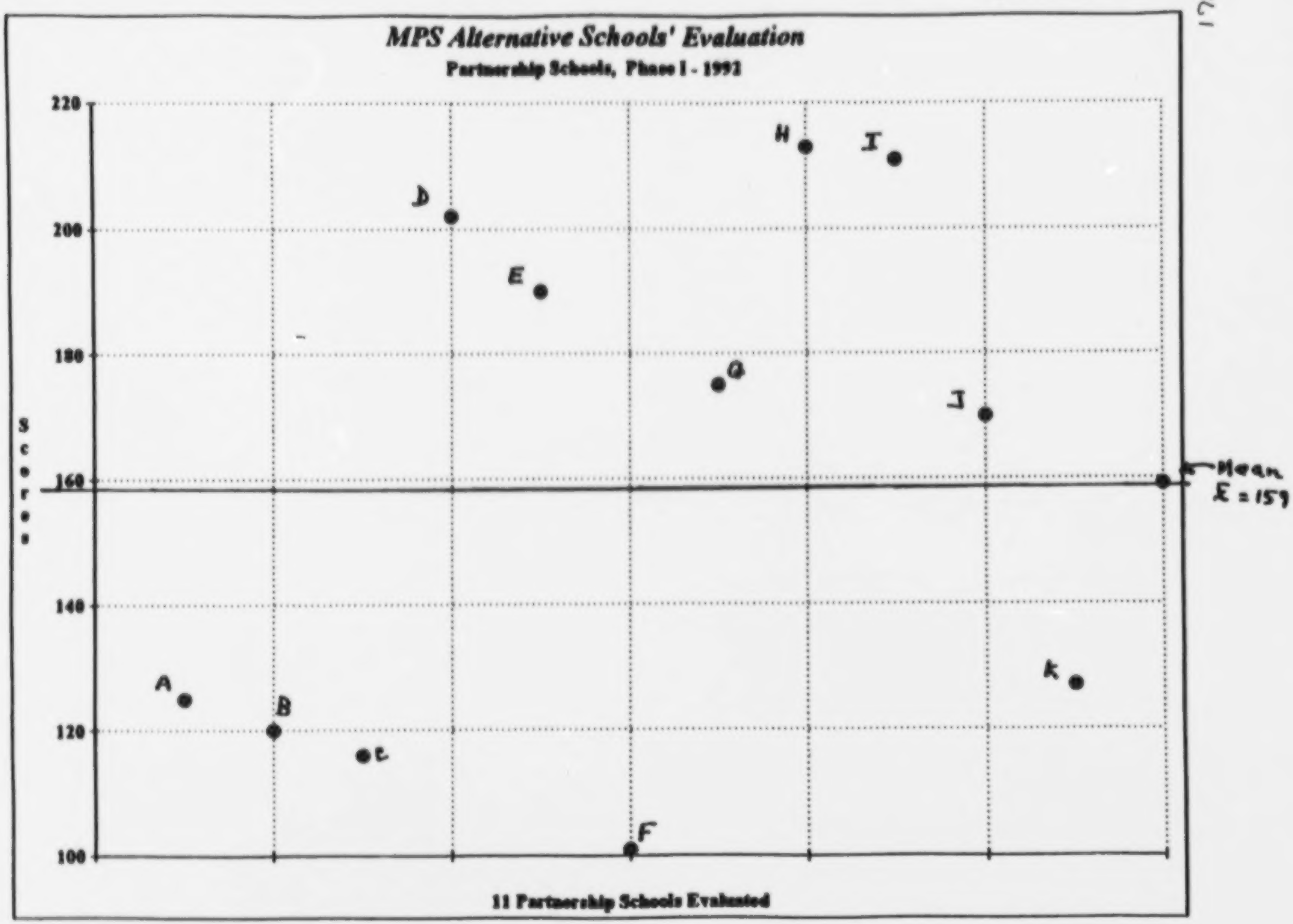
Appendix B-2



*Scores of partnership schools evaluated: Low score was 101, top score was 213, average score was 159, and the S.D. was 40.1.

APPENDIX C

Phase II: Partnership Schools Evaluated in Spring 1993

Appendix C-1:	Scores on "Success Factors Grid" - Partnership Schools L to Q
Appendix C-2:	Scattergram of Scores on "Success Factors Grid"

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Appendix C-1

MPS ALTERNATIVE/PARTNERSHIP SCHOOLS EVALUATION, PHASE II SPRING 1993
PRACTICES WHICH CONTRIBUTE TO SUCCESSFUL PROGRAMS IN PARTNERSHIP SCHOOLS

		PARTNERSHIP SCHOOLS EVALUATED 1993								
	Practices Which Contribute to Success in Partnership Schools	L	M	N	O	P	Q	R	Avg.	STD
1	The primary mission of the agency is the education of young people	3	4	3	1	1	2	2	2.29	1.03
2	Staff and students feel that there are high expectations of them	1	2	3	1	1	2	0	1.43	0.90
3	Head of school/agency is also the Instructional Leader of the program	2	3	3	1	1	2	0	1.71	1.03
4	Financial records show that MPS funding clearly follows the students	1	3	3	1	1	3	1	1.86	0.99
5	Teachers have access to adequate instructional materials	1	2	4	1	1	1	1	1.57	1.05
6	Teachers/staff use and connect students to community resources	3	3	3	3	3	2	0	2.43	1.05
7	There is a clearly articulated, structured and focused full-day curriculum	1	2	5	1	1	2	1	1.86	1.36
8	Curriculum is content-specific, holistic, relevant, fun, and culturally-based	0	2	4	1	0	2	0	1.29	1.39
9	Students feel basic skills in reading, writing, & math are effectively taught	1	2	4	1	1	2	0	1.57	1.18
10	The principal mode of teaching is group instruction, not individual tutorials	1	2	4	1	1	2	2	1.86	0.99
11	There are computers available and used for instructional support	0	3	4	3	1	0	0	1.57	1.59
12	Staff collaboratively develop and articulate curriculum & school projects	2	2	3	2	2	2	1	2.00	0.53
13	Staff have dedicated time during summer for curriculum development	1	1	4	1	1	1	0	1.29	1.16
14	Staff is reflective of racial/ethnic makeup of the student body	4	3	3	4	3	4	4	3.57	0.49
15	There are small ratios of students to teacher in most classrooms	4	4	2	4	4	4	4	3.71	0.70
16	There are more than two teachers working as a team	2	3	3	2	2	4	1	2.43	0.90
17	MPS teacher(s) are truly part of a team with partnership school staff	2	3	3	2	2	3	2	2.43	0.49
18	All staff are periodically evaluated by the Instructional Leader	1	2	2	1	1	2	0	1.29	0.70
19	Classroom Teachers are supported by paraprofessionals or volunteers	3	3	3	3	3	4	1	2.86	0.83
20	Staff development is an integral part of instructional program	2	3	4	2	2	2	0	2.14	1.12
21	Staff are provided adequate preparation and planning time	3	3	4	3	3	3	1	2.86	0.83
22	Teachers are primarily assigned to teach in areas of content expertise	1	2	4	1	1	2	2	1.86	0.99
23	There is staff and teacher satisfaction	2	3	4	2	2	3	0	2.29	1.16
24	Teachers and staff have a genuine sense of empowerment	2	2	3	2	2	2	0	1.86	0.83
25	There is authentic student assessment; student must "earn" credits	0	1	4	1	0	1	0	1.00	1.31
26	Students' Individualized Educational/Training Plans are up to date	1	2	3	1	1	1	0	1.29	0.88
27	Students are given meaningful homework, regularly	1	1	3	1	1	1	0	1.14	0.83
28	Critical thinking skills are taught across the curriculum	2	2	3	2	1	2	0	1.71	0.88
29	Students feel they are being prepared for further/higher education	1	2	4	1	1	1	0	1.43	1.18
30	Students radiate competence, and feel confident about higher education	1	1	4	1	1	1	0	1.29	1.16
31	Students are involved in extra-curricular and/or community events	2	2	2	2	2	2	0	1.71	0.70
32	Students and staff feel part of a "family," & there is self-esteem building	3	3	2	3	2	3	0	2.29	1.03
33	Students feel that staff cares about them and treats them with respect	3	2	4	3	2	3	0	2.43	1.18
34	Students feel there are adults who can serve as positive role models	2	3	4	2	2	4	0	2.43	1.29
35	Students know what they need to graduate and how to achieve it	2	2	4	2	2	2	0	2.00	1.07
36	Students are counseled on job, careers, & college opportunities	3	3	4	3	3	3	0	2.71	1.16
37	Students are provided comprehensive non-instructional support services	3	3	4	3	3	4	0	2.86	1.25
38	Students are provided with employment opportunities	2	3	0	4	3	0	0	1.71	1.58
39	Students are connected to community projects and other resources	2	3	2	3	2	2	0	2.00	0.93
40	Students understand discipline procedure & believe it's applied fairly	2	2	3	2	2	3	0	2.00	0.93
41	Students help set & implement discipline procedure & other school policy	0	1	0	0	0	0	0	0.14	0.35
42	There are several dedicated classrooms, study & relaxing area	1	3	4	2	2	4	2	2.57	1.05
43	There is a dedicated and clean lunch area	1	3	4	1	1	3	1	2.00	1.20
44	Students and staff feel physically safe in school setting	2	2	4	2	2	3	0	2.14	1.12
45	There are no physical plant, city or fire code violations	4	4	4	4	4	4	3	3.86	0.35
46	Students feel physical facilities are clean and comfortable	2	4	4	2	2	4	2	2.86	0.99
47	There is agency commitment to & ongoing improvement of facilities	2	3	3	2	2	4	0	2.29	1.16
48	Parents are kept informed of student progress and attendance	3	4	3	3	3	4	2	3.14	0.64
49	Parents are involved in school instructional activities	1	1	0	1	1	1	0	0.71	0.45
50	Parents are encouraged to monitor their children's academic activities	2	1	2	1	2	1	0	1.29	0.70
51	Most parents believe their children are receiving a good education	1	2	3	1	1	2	0	1.43	0.90
	TOTAL SCORE:	92	125	163	97	88	119	33	102.43	37.87
	(Each item was given a 0-5 value, 5 highest value. Score cannot exceed 255 points.)									

Note: The 51 successful practices listed above were identified during this evaluation. There may be partnership schools with low scores on this grid which report successful program outcomes, as per chapter 118.153. The inconsistencies between quantitative measures of success and the indicators on this grid suggest a need for other ways of measuring the effectiveness of partnership schools.

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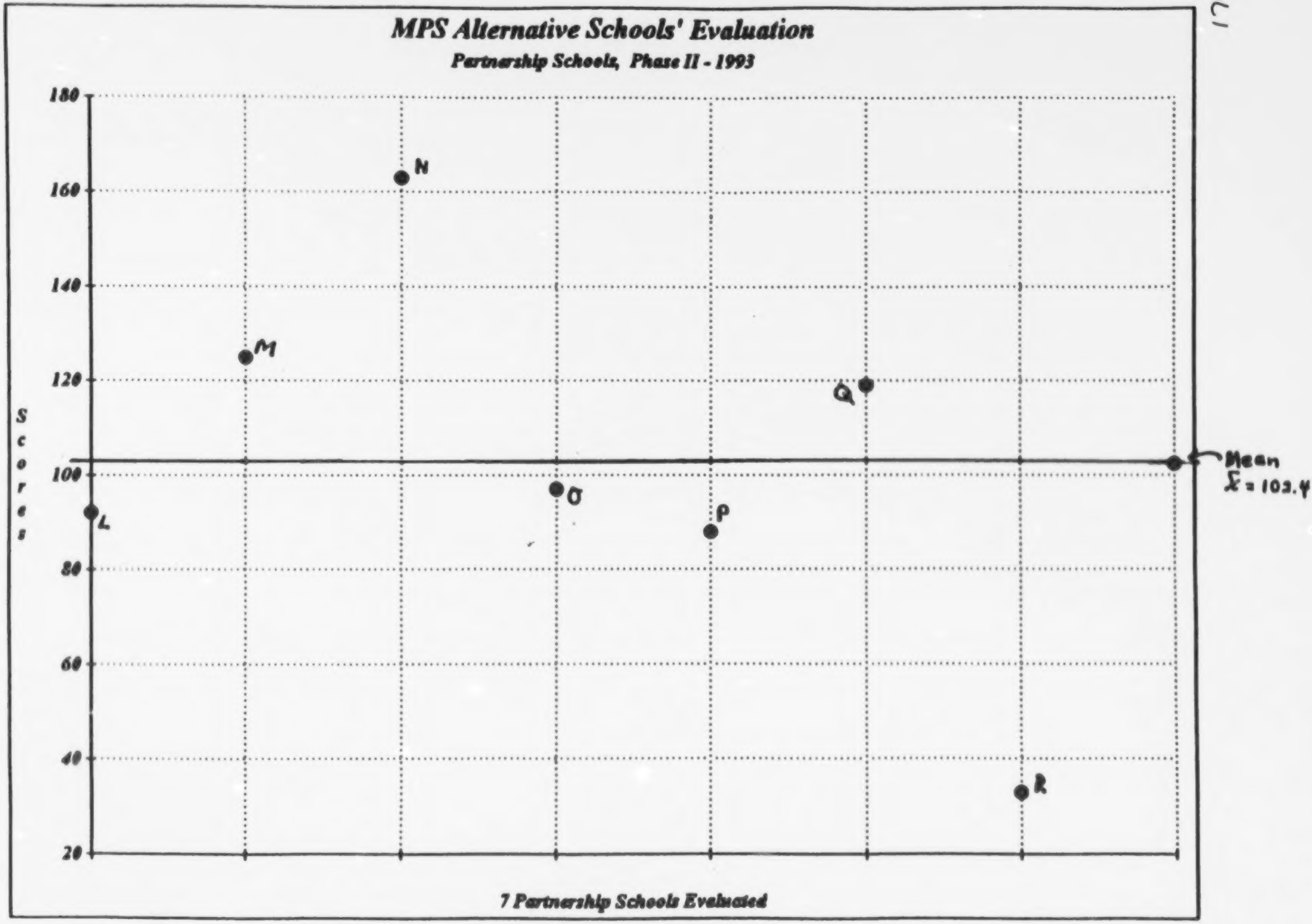

MPS Alternative Schools' Evaluation

Partnership Schools, Phase II - 1993

*Scores on partnership schools evaluated: Low score was 33, top score was 163, average was 102.4, and the S.D. was 37.07.

MPS Alternative and Partnership Schools Evaluation

PHASE II - Spring 1993

APPENDIX D

Phase II: MPS Alternative Schools Evaluated in Spring 1993

Appendix D-1: Scores on "Success Factors Grid" - MPS Alternative Schools S to AA.

Appendix D-2: Scattergram of Scores on "Success Factors Grid"

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Appendix D-1

MPS ALTERNATIVE/PARTNERSHIP SCHOOLS EVALUATION, PHASE II, SPRING 1993

PRACTICES WHICH CONTRIBUTE TO SUCCESSFUL PROGRAMS IN PARTNERSHIP SCHOOLS

		MPS ALTERNATIVE SCHOOLS EVALUATED 1993										
	Practices Which Contribute to Success in Partnership Schools *	S	T	U	V	W	X	Y	Z	AA	Avg.	STD
1	The primary mission of the agency is the education of young people	2	3	4	3	4	2	3	3	2	2.89	0.737
2	Staff and students feel that there are high expectations of them	1	2	2	3	4	1	3	3	2	2.33	0.943
3	Head of school/agency is also the Instructional Leader of the program	2	3	1	3	5	2	2	2	3	2.56	1.066
4	Financial records show that MPS funding clearly follows the students	3	4	3	4	4	2	3	3	4	3.33	0.667
5	Teachers have access to adequate instructional materials	3	4	2	3	5	2	3	3	4	3.22	0.916
6	Teachers/staff use and connect students to community resources	2	2	3	4	3	2	3	2	3	2.67	0.667
7	There is a clearly articulated, structured and focused full-day curriculum	1	3	2	2	4	2	3	2	2	2.33	0.816
8	Curriculum is content-specific, holistic, relevant, fun, and culturally-based	1	2	2	3	3	2	3	3	2	2.33	0.667
9	Students feel basic skills in reading, writing, & math are effectively taught	2	3	3	2	4	2	2	2	2	2.44	0.685
10	The principal mode of teaching is group instruction, not individual tutorials	2	3	2	3	4	2	2	2	1	2.33	0.816
11	There are computers available and used for instructional support	2	5	1	4	3	2	4	3	3	3.00	1.155
12	Staff collaboratively develop and articulate curriculum & school projects	2	2	3	3	3	3	3	4	3	2.89	0.567
13	Staff have dedicated time during summer for curriculum development	1	0	1	1	1	1	1	1	1	0.89	0.314
14	Staff is reflective of racial/ethnic makeup of the student body	2	4	4	4	2	4	4	2	3	3.22	0.916
15	There are small ratios of students to teacher in most classrooms	4	4	4	4	4	4	4	4	4	4.00	0
16	There are more than two teachers working as a team	3	2	3	4	3	3	3	4	3	3.11	0.567
17	MPS teacher(s) are truly part of a team with partnership school staff	3	3	3	3	3	3	3	3	3	3.00	0
18	All staff are periodically evaluated by the Instructional Leader	2	3	2	2	4	3	3	2	3	2.67	0.667
19	Classroom Teachers are supported by paraprofessionals or volunteers	2	3	0	2	3	3	4	2	3	2.44	1.066
20	Staff development is an integral part of instructional program	2	2	1	3	3	3	3	3	3	2.56	0.685
21	Staff are provided adequate preparation and planning time	3	4	4	3	4	3	3	3	4	3.44	0.497
22	Teachers are primarily assigned to teach in areas of content expertise	3	4	3	4	4	2	2	4	2	3.11	0.875
23	There is staff and teacher satisfaction	2	3	2	3	4	2	2	3	4	2.78	0.786
24	Teachers and staff have a genuine sense of empowerment	1	3	2	2	4	2	3	3	3	2.56	0.831
25	There is authentic student assessment; student must "earn" credits	2	2	3	2	4	2	3	2	2	2.44	0.685
26	Students' Individualized Educational/Training Plans are up to date	2	3	2	2	3	2	2	2	2	2.22	0.416
27	Students are given meaningful homework , regularly	2	2	2	2	2	1	2	2	2	1.89	0.314
28	Critical thinking skills are taught across the curriculum	1	2	2	2	3	1	2	2	2	1.89	0.567
29	Students feel they are being prepared for further/higher education	2	2	2	2	2	0	2	2	2	1.78	0.629
30	Students radiate competence, and feel confident about higher education	1	2	2	2	3	0	2	2	2	1.78	0.786
31	Students are involved in extra-curricular and/or community events	2	2	3	3	2	1	2	3	2	2.22	0.629
32	Students and staff feel part of a "family," & there is self-esteem building	2	2	3	3	4	0	3	3	3	2.56	1.066
33	Students feel that staff cares about them and treats them with respect	2	2	3	3	4	1	3	3	3	2.67	0.816
34	Students feel there are adults who can serve as positive role models	2	3	3	3	4	2	3	3	3	2.89	0.567
35	Students know what they need to graduate and how to achieve it	2	3	3	3	4	1	2	4	3	2.78	0.916
36	Students are counseled on job, careers, & college opportunities	2	2	3	2	3	1	2	3	2	2.22	0.629
37	Students are provided comprehensive non-instructional support services	2	3	2	2	5	3	2	3	3	2.78	0.916
38	Students are provided with employment opportunities	2	0	2	3	1	0	0	3	3	1.56	1.257
39	Students are connected to community projects and other resources	2	2	3	4	3	2	2	3	2	2.56	0.685
40	Students understand discipline procedure & believe it's applied fairly	2	2	3	3	4	2	3	3	3	2.78	0.629
41	Students help set & implement discipline procedure & other school policy	1	1	1	1	2	0	0	1	1	0.89	0.567
42	There are several dedicated classrooms , study & relaxing area	2	3	2	1	5	2	1	3	3	2.44	1.165
43	There is a dedicated and clean lunch area	2	2	0	1	4	2	1	3	3	2.00	1.155
44	Students and staff feel physically safe in school setting	1	2	2	3	4	1	2	4	4	2.56	1.165
45	There are no physical plant, city or fire code violations	3	4	2	4	5	3	3	4	4	3.56	0.831
46	Students feel physical facilities are clean and comfortable	2	3	0	3	5	1	1	4	4	2.56	1.571
47	There is agency commitment to & ongoing improvement of facilities	1	4	2	2	5	1	1	3	3	2.44	1.343
48	Parents are kept informed of student progress and attendance	3	3	2	3	3	3	3	3	3	2.89	0.314
49	Parents are involved in school instructional activities	0	2	0	1	2	0	2	0	1	0.89	0.875
50	Parents are encouraged to monitor their children's academic activities	1	3	1	1	3	2	2	1	1	1.67	0.816
51	Most parents believe their children are receiving a good education	1	2	1	1	4	0	2	1	1	1.44	1.066
	TOTAL SCORE :	98	134	111	134	178	91	122	136	134	126.44	24.14
	(Give each item a 0-5 value, 5 highest value. Score cannot exceed 255 points.)											

Note: The 51 successful practices listed above were identified during this evaluation. There may be partnership schools with low scores on this grid which report successful program outcomes, as per chapter 118.153. The inconsistencies between quantitative measures of success and the qualitative indicators on this grid suggest a need for other ways of measuring the effectiveness of partnership schools.

* These "factors" were developed during Phase I of this evaluation. Although they may not be fully applicable to practices in the MPS Alternative schools above, they remain an important set of indicators. To allow for consistency in comparing all alternative programs visited, we decided to use the grid with the MPS Alternatives.

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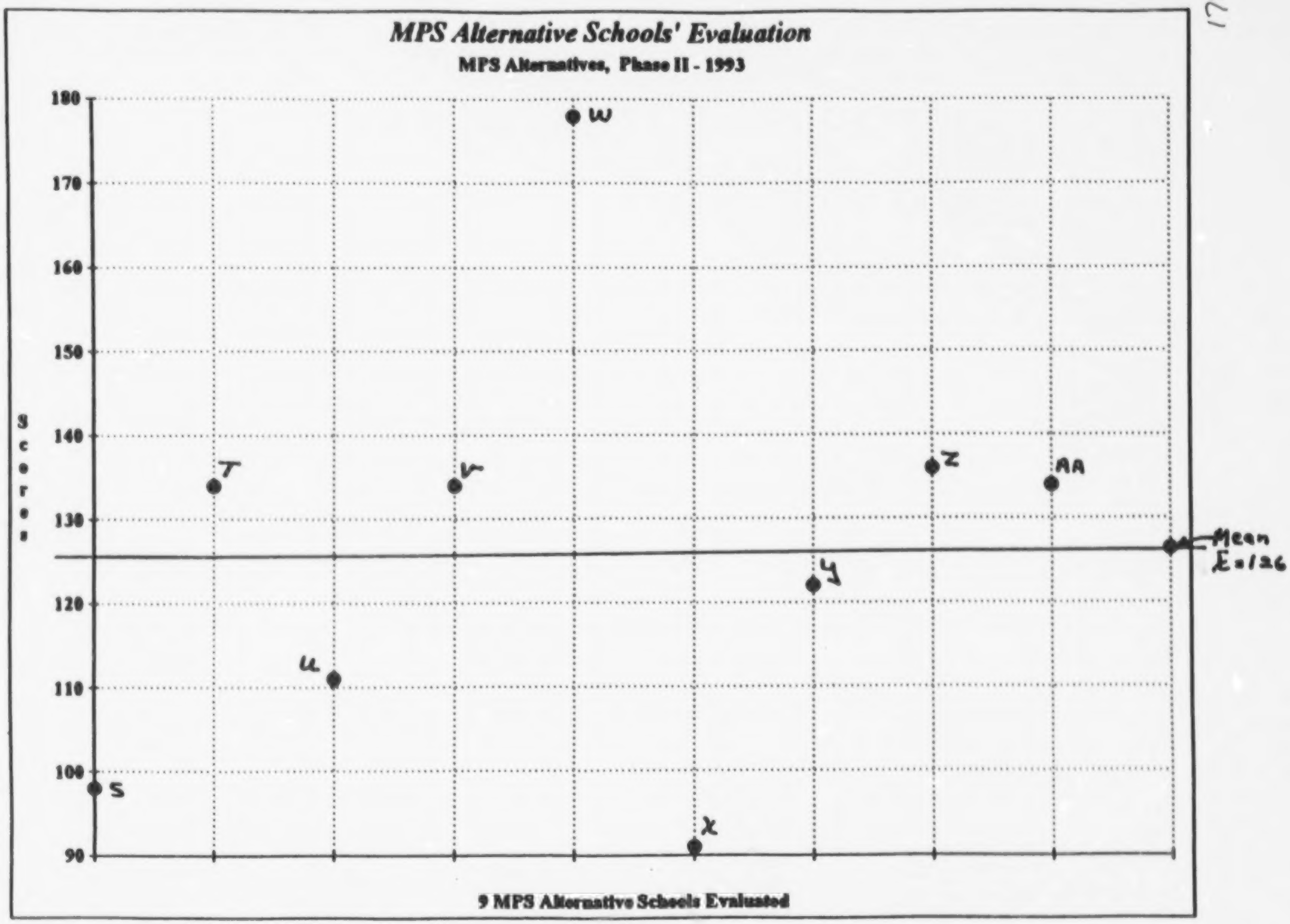

MPS Alternative Schools' Evaluation

MPS Alternatives, Phase II - 1993

*Scores on all MPS alternative schools evaluated: Low was 91, top score was 178, average score was 126, andthe S.D. was 24.1.

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MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX E

Table of "Outcomes" Data Collected on All MPS Alternatives and Partnership Schools Evaluated for 1992-93

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MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION
OUTCOMES FOR ACADEMIC YEAR 1992 - 1993

School Code	Enrollment	Avg. Monthly Attendance	Percent Retention	% Moved to Next Level	# of Seniors (% Graduated)	# of the Four 70% Criteria Met *
A	79	86%	72%	18%	8 (38%)	2 of 4
B	48	78%	69%	42%	12 (100%)	2 of 4
C	60	59%	92%	42%	1 (100%)	2 of 4
D	84	62%	62%	16%	8 (88%)	1 of 4
E	88	74%	77%	24%	5 (60%)	2 of 4
F	41	51%	78%	7%	4 (100%)	2 of 4
G	76	85%	68%	16%	7 (14%)	1 of 4
H	106	79%	88%	63%	23 (87%)	3 of 4
I	113	73%	74%	44%	15 (60%)	2 of 4
J	35	81%	100%	34%	N/A**	2 of 3
K	70	87%	89%	77%	N/A**	3 of 3
L	52	38%	71%	10%	2 (0%)	1 of 4
M	82	70%	83%	60%	4 (25%)	2 of 4
N	241	72%	50%	20%	32 (47%)	1 of 4
O	43	50%	65%	5%	0	0 of 3
P	38	59%	76%	24%	2 (50%)	1 of 4
Q	20	76%	XX	XX	1 (0%)	cannot evaluate***
R	29	73%	100%	55%	N/A**	2 of 3
S	289	57%	42%	23%	105 (44%)	0 of 4
T	91	74%	92%	76%	N/A**	3 of 3
U	125	47%	74%	26%	12 (42%)	1 of 4
V	426	72%	60%	19%	65 (62%)	1 of 4
W	276	67%	68%	0%	18 (6%)	0 of 4
X	81	78%	95%	11%	2 (0%)	2 of 4
Y	47	74%	75%	49%	N/A**	2 of 3
Z	211	51%	53%	11%	64 (64%)	0 of 4
AA	155	59%	15%	7%	9 (56%)	0 of 4
Total / Avg.	3006 (Total)	67% (Average)	64% (Average)	23% (Average)	399 (52%) (Total)	

* The Wisconsin Department of Public Instruction requires that a school district must "meet or exceed" the measure of 70% in three of the four following goals in order to receive funds for students enrolled in at-risk programs.

- ~ 70% average daily attendance for enrolled pupils
- ~ 70% of the pupils enrolled in program complete the school year
- ~ 70% of the enrollees who are high school seniors receive a high school diploma
- ~ 70% of the enrollees in kindergarten through the eleventh grade earn enough credits to advance to the next grade

** Not Applicable. This was either an elementary school or a middle school.

*** The program at this site did not begin until January 1993.

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MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX F

Notes on Concerns and Major Themes Raised By Evaluators and the Research Findings, Phase II of the Evaluation (Spring 1993)

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MPS ALTERNATIVE / PARTNERSHIP SCHOOLS EVALUATION - PHASE II, SPRING 1993
NOTES ON CONCERNS AND MAJOR THEMES RAISED BY EVALUATORS AND THE RESEARCH FINDINGS

Capacity/Enrollments/Attendance

There are many schools with few active students and a large staff.

In many schools the number of seats assigned were far from filled. In others they had the students enrolled but, definitely, most not attending. Why don't schools drop them...? In some schools visited there were as many staff as students in attendance.

How can a school justify 12 FT staff with an attendance of some 18 to 25 students a day? This is a very expensive program. There are several programs like this.

Expectation of some directors is that less than half of students will attend. Because they have room, some wanted more students assigned, i.e. more resources, but similar outputs.

Ratio of students to staff in some schools is exceedingly higher than in others. In one MPS alternative with a capacity of 100 students, there are 6 FT staff, in another with just 16 more students and a lower daily attendance, there are 16 FT staff. Another, with just 59 students more has 21 FT staff.

Capacity vs. assigned vs. real attendance is a major issue in many of the MPS alternatives and some of the Partnership schools. For instance, an elem. school with a budget and capacity for 120, has only 69 enrolled. Why have a separate elem. at a Partnership school when internal-to-MPS seats have not been filled?

MPS should not be contracting out to schools for more slots than the actual number they are able to physically accommodate. There are several partnerships in this predicament.

Resources

Good resources are being put to waste in schools with too few students to even make possible an effective program.

There's lots of computers in schools which are not using them, while few are available to schools that want/need to use them. Unequal distribution of resources is common.

In many schools money does not follow students. They lack books, materials and supplies, and teachers can't get what they need to teach.

MPS has lots of schools with teen parents, but one school seems to have the best resources and a low attendance rate. It is a very good school, and it should be available to teen parents that don't get such quality services.

Resources should be clearly designated for computers in every alternative/partnership school. Where available, computers need to be adequately and creatively used. MPS should have staff to provide T.A. on CAI.

There is great disparity of resources across MPS and partnership schools. This is reflected in staffing, access to computers and instructional materials,

Leadership

The perception of the schools of some directors was contradicted by the condition of educ. activities observed, and often by atrocious student behavior.

In one MPS bldg. there are two program directors running very small programs. MPS can save a lot of money by consolidating the two programs and maybe adding another program in close proximity. All 3 programs can operate as separate school strands.

There are several directors who exercise excessive authority and make staff creativity very difficult. There are also some who function like missionaries: "save these poor children." Problem is that most of those that are perceived in need of salvation happen to be Black.

There are partnership directors with little or no educational program experience or knowledge of the educational literature on at-risk students. There seems to be no MPS standard to determine who gets funded to run an alternative program.

Directors have little control over the assignment and supervision of MPS teachers assigned to alternative progs. Why aren't they allowed to select teachers who want to be in them and are competent to work with at-risk youth? This is a negotiations issue.

Teachers

Most alternative school teachers do remediation.

New Black teachers are put in a no win situation: with delinquent students and no in-service, and inadiquate supervision.

In some MPS alternatives it seems that the progs. are set up for the convenience of teachers/staff, not students.

Teachers do very little to promote cooperative and self-directed learning and critical thinking.

Most MPS alternatives are staffed with K-8 cert. teachers so that they can do remedial instruction. This assumes that most students need remediation, and it drives the nature of instructional programs.

Many alternative/partnership teachers are not certified to teach high school level accredited courses.

In some schools teachers are terrified by students.... How can they teach? In some individual teachers said "we want 'out' NOW."

Too many teachers in alternative programs assume that at-risk students are by defini-

Capacity/Enrollments/Attendance

The issue of capacity v. enrollment v. attendance becomes even more relevant when viewed in context with costs of running a school. For instance, at one MPS alternative capacity is 350, 311 are enrolled, and in some days attendance is as low as 80. Yet they are staffed for 350. This translates into huge costs per student served on a regular basis. If academic outcomes are considered, the costs versus the acad. benefits may be at odds. This is a financial-educ. issue.

There is a preponderance of poor black and other minorities in the alternative/partnership schools. 20 of 27 schools had 75% or more minorities. This is reminiscent of Brown v. Bd of Educ.

Should Student Services be assigning students to CBO's or should all assignments be centralized with the Department of Alternative Educ.?

Should MPS monitor the capacity v. enrollment v. attendance periodically to assess school effectiveness and seat availability?

Maybe alternative and partnership programs should be funded like MPS funds its pre-school programs, on the basis of real enrollment and attendance. Otherwise, there is little incentive for these schools to ensure that kids enrolled are in fact attending and getting an education.

The displacement of kids by traditional MPS schools after the September count should be reviewed. Otherwise these schools still get to count them but don't serve them and the costs of their education is doubled.

Schools that cannot meet mid-way through the academic year their planned enrollments should not be allowed to continue receiving funds for kids they are not educating. This should be true for both MPS and Partnership schools. MPS must "bite the bullet"

Resources

other equipment, and in the quality of facilities. There seems to be no rational explanation for such inequalities.

There are schools without any clerical help and no one is doing the day-to-day follow-up needed on students. Should this be the teachers' job...? This is a big issue at one MPS school.

Budgets approved by MPS for both alternatives and partnerships are full of fat... In some partnerships the budgets reveal that the money will not follow the kids. Some don't even designate money for books and instructional supplies. Others spend their money on staff that have a questionable relationship to the educational program. Why does MPS allow this? Why can't they place specific conditions on the use of the money? Would such a measure be prohibited by the At-Risk Legislation or Learnfare?

There is no reason why MPS cannot insist that a fraction of the money contracted to schools go to ensure that students will have access to computers and books. If a "vendor" does not have computers or instructional aids or does not commit to buy them, then no contract should be issued!

There should be a way to

Leadership

It is difficult to hold directors accountable if they can't pick their teaching staff.

There are directors and other administrators in some of the MPS schools who were excessed or bump from regular schools. This is not good practice. MPS needs committed/knowledgeable managers and support staff in its alternatives.

Should the MPS teacher be the one who develops the program/curriculum for a partnership school? If this is the case, why give the agency a contract. Rather, MPS should just pay rent for their own program. What is the role of the CBO director in such a program. MPS teachers should teach. Why give a contract to a "vendor" that has no program to offer?

Agency and MPS directors complained about excessive MPS paperwork. This issue needs attention...

How much freedom do MPS directors have to get creative? What keeps them from creating non-remedial accelerated programs? Why are they offering only remedial services. The pervasive reliance on remedial instruction is contrary to the research literature and points to an absence of a pedagogy; it contributes to poor program quality, and suggests a lack of leadership in these schools. Why does MPS allow this to happen with minority and poor children in its alternatives?

In most schools teachers and other staff said they

Teachers

tion youth with remedial needs. Students interviewed took offense to this categorization.

Teachers complained a lot about lack of instructional supplies & aids, lack of books and of support resources.

Many teachers placed at alternative sites are there because they were excessed from MPS. There are MPS teachers at certain sites who are there against their will and want "out."

There are teachers buying supplies and books out of their pockets because they are not provided.

The issue of K-8 certification of teachers at alt/Partnsp schs. needs to be brought up with DPI.

There was very little teaching going on in more than half of the schools visited.

With only a few exceptions, there was little evidence of teachers working as a team in both MPS and partnership alternatives. Alternatives should have more autonomy in the selection of teachers and staff so that they can create "working teams."

Teachers in these schools need more supervision and mentoring. They appear

Capacity/Enrollments/Attendance

on this issue. It is both a funding and and educational accountability issue.

Schools that are successful in getting youths to school, challenging them academically, developing self-esteem, instilling in them a sound school spirit (youth are loyal to the alternative school), and successful in other measures of academic performance should be rewarded with more seats and MPS instructional services. These schools should be helped to acquire better facilities, where needed, and they should be provided with more staff development resources.

Resources

equalize the resources to MPS alternatives so that the disparities in programs can be corrected? Who should be responsible for this?

The money associated with alternative education approximates $10 million when all sources are agregated and all allocations and "hidden" expenditures are accounted for. This is a very large sum. Is MPS and the state getting academic returns consistent with the investment? Is the money truly being used to provide opportunities for at-risk youth? Or has the money become just another source of funds for "vendors" within and outside of MPS who don't have a successful educational model to offer? As a matter of policy, MPS must ensure that these dollars are used to effectively serve at-risk youth.

MPS alternatives were useful when there was no way of contracting with successful community-based educational alternatives Today they're anachronistic and very expensive schs. Only a few should be kept.

Only partnership schools that practice authentic assessment and grant high school diplomas should be funded. All tutorial and remedial -based programs are a waste of public resources.

Leadership

had received little or no inservice. Why can't some inservice be required, especially when this staff needs all the help it can to help at-risk youth. Directors should be required to submit with their proposals a meaningful inservice plan which will prepare staff to implement effective pedagogy and to help these kids find help when they need it. They also need to be prepare to implement a culturally inclusive and relevant curriculum.

Agencies where directors are not educators should be required to hire an experienced educator to coordinate the alternative programs.

Alternative school leadership must be made accoun- for getting critical information provided to them by MPS to their instructional and support staff. Many teachers/staff interviewed said they don't get this information from directors. This seems to contribute to the poor use by alternative and partnership staff of services available via MPS for their at-risk students.

Directors need to be connected to MPS principal's meetings. They could benefit from discussions and staff development provided to MPS principals. Making their acquaintance can also help to stop the view by MPS principals and managers of alternative/partnership schools as dumping grounds."

Teachers

to be getting very little of both. Those in the partnerships get even less attention because of lack of MPS personnel available to visit them regularly.

Many teachers in both MPS alternatives and Partnerships lack the information needed to access MPS instructional resources, such as Media, CAI aides, Audio-visuals, books, other opportunities, etc.

Some very good teachers were observed in some of the alternative/partnership schs. MPS should identify these teachers and provide them with time to train and mentor others in the alternative education network.

Teachers at many alternative and partnership schools have been led to believe that the best way to serve at-risk younsters is by letting them have their way... Its OK to let the students decide what they want to work on in class; its OK to let them use foul language; its OK to expect them not to do much academically. This attitude leads to lots of worksheets", no homework, and to granting of excessive credits for poor and little academic effort.

Instructional Issues

Behavioral reassignment progms. need a qualitative behavioral modification component and adequate student support .

Twice evaluators saw 2 "schools" operating in the same bldg.. Why?

Remedial, deficit-based education was the rule in most sites visited during Phase II of this evaluation.

Absenteeism is chronic in many of the schools visited. This is inconsistent with attend.reports. What "proposals" and directors said, was contradicted by observations in many schools and programs.

Only a few of the new programs visited have potential. Most need lots of help.

During Phase II we observed lots of boredom among students who didn't like their alternative school.

Science is absent from the curriculum in several of the partnership schools visited.

In a few schools we noticed a tendency to steer students to take the GED/HSED rather than a high school diploma.

Computer assisted instruction is very suspect in many alternative schools. The assumption that these youths are learning content via PLATO or any other computer-based program is suspect.

There are schools with too many different programs. This does not allow for a " focused" curricula.

Assessment

Lack of authentic assessment was as pervasive in MPS alterna. as in many of the partnership schs. visited.

Too many credits are offered for computer assisted instruction.

There are inconsistencies in how credits are granted for comparable work across some alternative/partnership schools. There is also "easy" grading.

Some MPS alternatives use "learning "packages that turn into credits that may represent little learning.

How does MPS determine the extent of academic attainment in CCP and PLATO? It seems that both programs offer an unequal number of credits for the time studts spend on computers.

It is not clear how MPS evaluates the children that are to be mainstreamed back into traditional schools.

It is unclear what type of assessment is done for these kids before they are placed in alternatives. It seems that many are just referred and placed

Student Supports

Some schools have significantly more support staff than others; some have close to none. Where support staff is needed most, you can hardly find it. There is unequal distribution of support staff.

Guidance counselors do mostly paperwork rather than career guidance and other student support.

Support staff is not well utilized in some alternative/partnership schools. Yet, in places like MATC there seems to be more support staff per studnt than in other places, and their individual student attendance is lower than in most other alternatives.

The amount of time dedicated to partnership and alternative schs. by social workers and psycologists is so minimal that it almost serves no purpose. There needs to be another way to do this. Maybe these schs. should be allowed to hire support staff that can be trained to provide some of the services that do not require professional preparation; a pool of psychologists to serve just the alternatives may also help.

The role of guidance counselors in these schs.

School Ambience

Profanity and classroom disruptions, tardiness and poor attendance are widespread in MPS altertives and in many of the partnership schools visited in Phase II.

In some schools the space alloted suggested that they expected at least half of their students not to attend. If those enrolled were to attend, there would not be adequate space to hold classes.

There are several MPS schools that can only be compared in apperance to prisons: ugly, dirty, not conducive to any learning, bleak and dreary.

Many schools had inadequate or no space for lunch room. Cleanliness is a problem at several sites.

There are schools that are still too much into strict and negative discipline...rather than involving the youths in setting discipline standards, these are set from top down, and it doesn't work. In a few schools there is too much emphasis on authority.

There are MPS programs that treat children and youth as if they were a disease.

Only in a few schools did students state that they understood the discipline and attendance policy.

Our observations overwhelmingly suggest that youth in many of these schools "act out" because they are bored, they're not challenged academically or on a personal level. The practice of treating all at-risk youth as remedial must stop.

Instructional Issues

Small programs with one MPS teacher teaching all high school subjects are not educationally defensible. They would be OK if the teacher was Aristotle... These programs are generally deficit-based.

The 2.5 hr/day programs are inadequate. They seem to be liked more by teachers than youths. Why are partnership schools required to have a full-day program while many MPS alternatives continue at half-day?

Alternatives get mostly k-8 certified teachers because of an arrangement with DPI which OK's the practice, if the focus of the programs was to be remedial. Is the definition of an alternative "a remedial school?" If the argument for appropriate certification is made on the basis that these schools should be academically prepared and challenging, then the practice of using K-8 teachers needs to be stopped.

There are programs that were set up to modify the behavior of students before they return to traditional schools. Evaluators noted that none of these programs were instructionally set up to accomplish this objective. On the contrary, it is possible that many of these youth will return to regular/traditional schools as angry/disruptive as when they left, and as academically behind.

There are schools where multicultural activities like African American History are reduced to individualized superficial activities...trivial pursuit. How can this serve to raise students awareness or motivation?

Some of the kids interviewed in the middle schools said that the teaching is so remedial that they

Assessment

where space is available, with little choice.

It is difficult to determine how students are given grades or credits in a high school prog. where a teacher works with three or four different grade levels and multiple subjects simultaneously. Both performance assessment and content teaching is suspect under these conditions.

What are school directors doing about authentic assessment? How do we know if the grades these students are getting are a reflection of earned activity and knowledge?

It is possible that there are youth in many of the alternative programs who will receive high sch. diplomas with grades and a GPA that does not mean much.

In some schools a skills-based assessment test administered to students becomes the sole foundation for an IETP. This is problematic because it can reduce instruction to the teaching of isolated discreet skills and kids lose out on content knowledge.

There is evidence of Credit" and "grade" inflation in several MPS alternatives.

Student Supports

needs to be reconsidered. There seem to be many attached to them that don't have much of an effect on these children and who spend lots of time doing paperwork. This is a very expensive group of clerks.

There should be adequate training for support staff working with at-risk youth. There are many that viewed these youths as "failures" and undesirables. Some staff said so during interviews.

Support staff needs to be adequately trained to show authentic caring and concern for these youths.

Because there is no drop policy, kids who are not attending are not accounted for and could get involved in criminal activities. MPS would be liable. Why not use support staff to adequately address attendance...?

Students in many alternatives are ill-advised as to options and their academic future. Many complained about not being told much about their progress and what comes after their alternative school assignment.

Support staff is a critical component of every alternative program. Their functions need to be connected to the instructional program...They are ill-used as "guards."

School Ambience

Behavioral re-assignment models are ill-conceived. When they are set up in schools that have other programs, they just add to their problems and no one benefits. Something more creative must be done with these students. The research literature is clear: segregating them, together, rarely changes behavior/academics.

Raise academic expectations to improve student behavior and attendance. These youths want to be treated as intelligent persons, and will resist "remediation."

There are schools that view at-risk youth as "failures" and even suggest this to them. This contributes to their resistance and indisposition to participate in school.

In some schools, staff cannot control discipline and behavior of students... some are afraid of the youth.

Some schools had the appearance and practice of "holding tanks." In a few, students knew that little teaching was going on and that they were being steered towards GED/HSED's..

Facilities are dismal in several of the MPS alternatives and several partnership schools.

There is an absence of books and reading materials in many schools, there are also very few schools with libraries and/or "reading" or studying centers.

Few of the schools visited offer youths an ambience conducive to meaningful academic work. Most alternatives and partnerships are not setup to be appealing to students. In one MPS Alternative we were told that this was done so students wouldn't

Instructional Issues

believe they will not be ready to go into a regular high school and will be tracked back into an alternative high school...

Why doesn't MPS try out successful educational models in the alternatives rather than remediation (i.e. Montessori at elementary level; "families" at middle school level; and specialties at high sch.level)? A pedagogy of academic challenge may be more effective with at-risk youth.

It seems that when "art" is available to students, it is designed as busy work. There are exceptions to this, but that seems to be the rule.

There is very little cooperative learning going on in these schls. Its as if these students need to be left to "sink or swim", individually, or on their own.

There is very little being done to experiment with models of academic effectiveness, as other cities have done. The attitude is that these students are failures, they need remediation, and they will only go so far, therefore, why bother with them?

There are alternative and partnership programs that have some very creative and academically challenging activities. MPS should identify these programs for expansion and or replication. Maybe it is best to put a moratorium on funding newer programs and to focus on expanding the better programs. Maybe MPS can subcontract one or two of the more successful programs with failing MPS alternative programs to run on a pilot basis only.

Assessment

Should there be an across-the-board standard to determine how credit is granted?

What is the role of Lapham Parks assessment component? How effective is that system?

There are major problems with the performance and assessment data collected on the alternative/partnership schools. The data is generally self-reported and unreliable. The grades data is so inconsistent that it can't be used at all; the attendance data is as bad; and the credit accumulation data is affected by so many factors that it renders it meaningless. The only reliable student and instructional data my tests.

Student Supports

Some programs appear to hire individuals who the youth think are doing other work at the agency, and have little to do with these students in their programs.

Support staff should be used more to articulate with area colleges and universities to create educational opportunities for students.

School Ambience

get attached to the schools. Many of the students interviewed did not like the appearance of their school. Why then attend regularly? Again, the message sent to these youth is that they are being punished.

Violence was not a major issue in most of the partnership schs.; it was an issue in at least two of the MPS alternatives.

In one elementary partnership, violence among and on students was so pervasive that only closing the place down can correct it. Children did not want to be in this school and many asked that they be taken out. All kids observed were Black...this was plantation education at its worst. How can MPS allow this...?

In an MPS elementary alternative we were told an MPS teacher takes boys to the bathroom and slaps them around... this needs to be investigated immediately.

With few exceptions, students are not involved in any creative way in developing discipline procedures or in improving the condition in their school. In some MPS alternatives, and in a few partnership schools visited during Phase II of this study, students felt no sense of "ownership" nor any loyalty towards their school.

Role of MPS and its Staff

It makes no sense to designate seats for expelled students and then not fill them, as is the case in two of the partnership schools evaluated. This makes these programs 3-4 times more expensive than other at-risk programs.

An MPS Discipline Team recommended that schools use statutory provision allowing those 16 and over to attend MATC or to seek work programs in lieu of high school attendance. But there is a problem with schools that send their students to MATC. Generally they have no way of knowing if they are even attending.

It seems that MPS administrators and at-risk coordinators in traditional schs. are to quick to recommend a student be sent to an alternative/partnership when the student is viewed as a "problem." Students stated that little effort was made to keep them at their MPS school.

MPS schools complained in the Discipline Report that they need information on alternatives, yet questioned the quality of academics at alternatives.

MPS principals, counselors, etc. continue to view alternatives as dumping grounds. As a consequence they may practice a form of "minority youth cleansing" out of traditional schools. This is noted in data pointing to a high proportion of minority youth in alternative and partnership schools. 20 of 27 schools evaluated were 75+ minority.

There are some schools operating with a curriculum that suggests violations of DPI requirements. The Department of Curriculum needs to look into these and assign people to help correct this condition.

Parental Involvement

Many parents feel alternatives are not like regular schools and therefore do not think about being involved in the same way they would with regular schools.

Some parents stated that their kids attend more frequently than when they were in regular school...

Parents complained that MPS takes a long time between the point of referral and assigning a student to an alternative. One stated that her daugter waited over 4 months for an assignment.

Some parents stated their belief that the education their children receive at some of the MPS alternatives and partnerships evaluated during Phase II of this evaluation is very limited academically.

There was a feeling of despair and abnegation among many parents interviewed.

Some parents were fearful that their kids will not be able to attend college because they are in an alternative school.

Other

Two programs directed at expelled students (60 seats) at a cost of more than $300,000, with only 16 kids enrolled, is a major waste of resources. Anyway, why have such a program? This is a serious policy issue.

Teachers/staff/students/ in many alternatives have little input in how they are run. It makes sense that these schools be treated as Site-based management schools, so that they can experiment with various effective forms of management. However, if MPS continues to treat partnership schools as "vendors", it is unlikely that they may engage in SBM.

There is a self-fulfilling prophecy in many schools: that half of the students won't show up." This reveals low expectations and a negative message is sent to those who do attend.

What happens to students that stop attending? It seems that many schools keep them in their enrollment count when they are inactive. This may be OK for the schools and teachers, but not for kids. There is no official drop policy. One needs to be developed that accounts for the whereabouts of the students that stop attending school.

Role of MPS and its Staff

How can MPS curriculum goals be met with totally remedial alternative programs? Remediation is the rule in these schools, whether kids need to be remediated or not. Delivery is mostly individualized because of low expectations and high absenteeism.

Why did MPS contract with programs that had less than 3 yrs of experience? Why did MPS allow their alternatives to have 1/2 day programs but required partnerships to have full-day progrms?

The RFP process leads to the treatment of partnerships as "vendors." They in turn treat MPS as a funding source. MPS then finds itself funding proposals rather than programs. Anyone can write a good proposal or hire someone to write it for them. Not everyone can work with at-risk youths and move them to successful academic and life performance.

MPS needs to be more consistent in how they treat their own alternatives and the partnerships...They should hold the partnerships and their alternatives to the same higher standards.

The role of the Division of Student Services regarding the placement at alternatives/partnerships of "behavior" related cases needs to be reviewed. It makes no sense to have two MPS units (Student Services and Alternative Educ) making student placement decisions that have significant educational and budgetary implications.

The role of the MPS Office of personnel in assigning staff to these schools needs to be reviewed. At times their assignments seem to be working against the best interests of both students and teachers. Why this office must work under obligations imposed by the teachers contract; excessing teachers and administrators to alternative/partnership schools converts them into a staff "dumping grounds."

Parental Involvement

Some parents asked why weren't their kids getting a hot lunch instead of a cold one.

Many parents indicated they had little to do with the selection of their children's alternative, that it was done at Central Offic. There were parents that wanted to move their kids from programs but did not know if it's possible.

Most parents seem uninformed of what was going on in their kids' school.

Many parents felt that their kids are suspended too often. They suggested that the schools should find another way to discipline the kids.

Some parents resent that MPS moves their kids against their will.

Parental involvement during Phase II of this evaluation was found to be deficient at both MPS alternatives and Partnership schools. Not many schools make authentic efforts to involve parents in a meaningful way.

Other

Gender split should be a consideration. It seems that the girls do much better when the boys are not around. The same could be true for boys, although it needs to be tested. Experiment!!!

Practice of too many incompatible programs in a building needs to be re-examined or stopped.

In some schools the space is so limited that kids have barely enough room to breath in.

The use of computer assisted instruction needs to be carefully reviewed at the MPS alternatives. This is especially necessary where CAI translates to credits towards graduation from High School.

Some of the students in CAI indicated they attend more frequently than at other schools because in these programs they face a computer and not a teacher with an attitude.

It was suggested that MPS alternatives were set up to serve the needs of traditional schools that want to "cleanse" themselves of "problem" youth. They were not set up for kids.

Althought attendance is low in many partnerships, this may be due to the fact that most of these kids were truant to begin with. It takes time to get them "back into" attending.

Role of MPS and its Staff

Contracting out for elementary level at-risk youth may not be a good idea. Traditional schools should be forced to work out problems with these children... don't push them out...

Why are MPS alternatives run by assistant principals? What does this mean?

Why doesn't MPS set some minimum requirements of agency directors and staff associated with alternative educ.?

Why doesn't MPS require those agencies interested in setting up alternative programs to register as schools with DPI?

Is MPS Office of Alternative Education adequately staffed to support alternative education programs? Or, is the primary function of this office to disburse contracts and monitor them?

Is the MPS Office of Alternative Educ. responsible for the curriculum and staffing of these programs? Then why doesn't it have more control over curriculum and how it is taught, and over who gets assigned to Alternatives?

Must MPS continue to fund these schools via an RFP process or could it used a combination of RFP and other site review educational and physical plant criteria?

There are some partnership schools that have proven themselves in their ablity to work closely with MPS and to serve students. MPS should consider long-term contracts with them so as to give them standing and credit they can use to make facilities improvements.

Other

There is an attitude among MPS alternative school staff that these kids don't want more than 2-3hrs of instruction a day. Students interviewed rejected this notion. The 2-3hr a day program raises serious equity questions.

At-Risk Legislation was set up to support programs that lead to high school diplomas, not GED/HSEDs. What is true role of HSED at MATC? Partnerships that receive MPS funds via MATC for HSED should not be enrolling MPS alternative school students in these HSED.

**The case could be made that there is a systemic discriminatory trend in the assignment of students (and teachers) to alternatives. This trend has the effect of placing a disproportionate number of minority and poor students in certain alternatives where they receive a substandard education provided by substandard teachers. There may be constitutional violations associated with this new form of segregated education. A growing number of scholars are calling it "generation discrimination."

"Notes on school visits and evaluation team de-briefings."
MPS Alternative/Partnership Schools Evaluation, Spring 1993
Tony Baez, Principal Researcher, UW-Milwaukee Center for Urban Community Development

File: Apndx-F.wks

MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX G

Notes on "Seven Essentials of Effective At-Risk Programs"

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Notes: *"SEVEN ESSENTIALS OF EFFECTIVE AT-RISK PROGRAMS"*

by ***M. Lee Manning*** (***The Clearing House: At Risk Programs***, Vol. 66. No.3 January/February 1993, pp. 135-138.)

Manning (1993) summarizes the research literature on successful programs for at-risk students by pointing to what he calls the *seven essentials of effective at-risk programs*. His "essentials" need to be viewed as deliberate and planned school actions that are based on the developmental needs of adolescents and youth. Programs that use these school-based strategies improve the youngsters chances for academic and real life success. Borrowing from his work, we summarize below his ***seven essentials*** and provide a brief summary/paraphrasing of his findings:

1. ***Effective programs provide comprehensive approaches by addressing more than just at-risk conditions.***
    - Programs address more than just a single at-risk condition or problem
    - Programs do not abdicate to student behavior (e.g. they insist that attendance is important, that completing high school is important, that taking coursework that is meaningful is important, etc.)
    - Comprehensive programs that address self-esteem, family involvement, age-appropriate sex education, substance abuse, continuation of basic skills, and education for living and thinking in a computer literate society
    - Programs that used a team approach to provide students with support systems, and which include parents and the community in the process
2. ***Effective programs recognize the significant relationship between self-concept and overall achievement and place major priority on improving self-concepts.***
    - Improving self-concept or self-esteem might be the most significant of the *seven essentials*...
    - Programs that encourage students to have positive attitudes
    - Programs where teachers take responsibility for the learners' self-concept
    - Programs where teachers use student support groups in the classroom
    - Programs that do not group by at-risk factors or low academic ability
    - Programs that help learners clarify vision and personal goals
3. ***Effective programs have high expectations for at-risk students, regardless of the at-risk condition.***
    - Programs that demand excellence and responsibility from learners
    - Programs that offer accelerated programs, stimulating instruction, an extended school day with rest periods, art activities, cooperative learning activities, and time for independent assignments or homework
    - Rather than allow or promote mediocrity, at risk programs should be challenging and rigorous and have high expectations
    - Programs where teachers plan instruction and other activities together with parents and community

4. ***Effective programs address learners' social skills by teaching the skills needed for successful social interaction.***

   - Programs that provide deliberate and planned instructional and support activities to address students lack of social interaction skills
   - Programs that provide opportunities for youth to form friendships, work and socialize in groups and on community projects, and form and participate in organizations
   - Programs that have a focus on teaching youngsters positive ways of solving disputes, and on problem solving rather than fault finding

5. ***Effective programs provide opportunities for teachers and learners to agree on expectations, methods, and materials.***

   - Students perceive teachers/staff as authentic and genuinely wanting to assist with their academic and social progress
   - Programs where teachers do not put more obstacles in the way of at-risk students, and students and teachers negotiate expectations and collaborate on setting goals
   - Programs where teams of teachers and support staff make major decisions and negotiate implementation with students

6. ***Effective programs involve parents and families when determining program goals and the means of reaching these goals.***

   - Programs that re-engage parents and families in the educational process with opportunities to play crucial roles in the education and social life of youngsters
   - Programs that help parents create a home environment that contributes to school achievement and overall development of the child
   - Programs that involve parents and families in both advisory and support roles
   - Programs that open themselves to parents and community and engage them --within the school -- in creative activities with students

7. ***Effective programs focus on the link between motivation and success and place considerable responsibility on the learner.***

   - Programs that motivate learners to address the conditions that contribute to their lack of success, and where learners are encouraged to accept responsibility for their achievement and behavior
   - Programs where students learn to link successes and failures to their own efforts, and which provide a framework for fostering self-responsibility for learning, persistance, and determination to succeed

MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX H

"The Good Common School Vision"

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An innovative new resource
points the way
to excellent public education
in every community.

the good common school

By The National Coalition of
Advocates for Students

IMAGINE an urban elementary school with 600 students, slightly more than half African-American and half fairly even numbers of Latinos, whites and Asians, with a sprinkling of Haitians. The principal, an African American woman, oversees a teaching staff that is three-quarters white, but the school is making efforts to hire faculty that more closely reflect the student composition.

Several years ago, the teachers divided the K-6 school into House One, House Two, and House Three, located in separate parts of the building. Teachers felt that these smaller educational units would enable them to individualize the learning process and allow each student to become well-known. They also felt that the smaller schools would make parents more comfortable with getting involved, plus foster a stronger sense of community. This hope has proven true.

Teachers in each unit plan together based on a shared philosophical perspective. For instance, House One's faculty have agreed upon multi-age groupings; breaking down rigid subject matter divisions in favor of more integrated learning; keeping children with teachers for at least two years; consciously promoting multiculturalism; and working closely with parents.

The school also operates enrichment and tutorial programs after classes and during the summer—integral to the school's commitment to the children and their families. One more unusual aspect: the school is governed mostly by parents. Six of them sit on a local council along with two citizens, two teachers, and the principal.

This is a fictional description of a traditional, urban elementary school transforming itself into a Good Common School—a school with the foremost goal of providing all its students access to educational excellence. The account appears in an important new resource, *The Good Common School: Making the Vision Work for All Children*, published recently by the National Coalition of Advocates for Students. NCAS, a network of child advocacy organizations, including California Tomorrow, works to give greater opportunities for quality public education to all children, especially those at highest risk of school failure.

Prior to the 1987 conception of The Good Common School Project, NCAS member organizations were engaged in piecemeal efforts to make schools in their own communities more responsive to the most vulnerable students. Some gains had been made, but the advocates agreed these were inadequate, particularly when U.S. society was becoming increasingly characterized by economic stratification, a failing safety net of social programs, and what they saw as growing violence and abuse of human and civil rights.

From this discouraging assessment sprang the thesis

> *"All schools strive to become superior, thereby replacing the more common pattern of superior ones and magnet programs intermingled with mediocre schools."*

for The Good Common School Project—at once honest and optimistic: parents, advocates, and educators must work together to fundamentally restructure schools to serve all students well. The report asserts that only comprehensive, advocacy-driven, bottom-up efforts that define the role of parents in bold, new ways will result in schools that support the academic success of all students.

***The Good Common School* contains no casually taken positions on school restructuring issues.** Each stand is rooted in the consensus view of advocates working in many communities. Through NCAS public hearings and focus groups, more than 1,000 parents, students, educators, policy makers, and activists contributed a wealth of insight to the book.

The project identified ten school functions that must be carried out differently, including: governance, admitting and placing students, developing curriculum, teaching methods, assessing student progress, providing student support services, maintaining positive school climate, empowering teachers, allocating resources, and connecting with the larger school system.

The report is organized around ten vital student entitlements. Each chapter opens with a fictional vignette about the imaginary 600-student elementary school on its way to becoming a Good Common School. The second half of each chapter supports the need for fundamental change by documenting problems found within most public elementary schools. Chapters include advocacy strategies, followed by descriptions of promising practices implemented with success in real schools. Finally, each chapter closes with a summary of education research related to the chapter's topics.

There are many ways to use *The Good Common School.* Parents and community leaders may wish to read only the vignettes for a comprehensive description of the struggles of a fictional school community transforming itself into a Good Common School. Activists will appreciate the boxed, step-by-step instructions for achieving advocacy-driven school reform.

Other readers—policymakers, teachers, and administrators—may wish to read the second half of each chapter to contrast the vision of the Good Common School with current policies and practices in most U.S. public elementary schools.

Researchers, educators, and those engaged in the professional preparation of teachers may find the research appendices and exhaustive bibliographies at the close of each chapter of special interest.

Here, then, are *The Good Common School*'s ten entitlements for all children:

ENTITLEMENT 1: Children are entitled to have parents, advocates, and concerned educators included in all decisions affecting their education.

Parents hold a majority of seats on the local school council and work with administrators and teachers to set policies about fundamental matters, such as school staffing, resource allocation, and curriculum.

Conversely, the school values each family's hopes for its children and works to see these hopes attained. It speaks to parents in many languages—the language of caring, which takes into consideration the social and economic hardships some families must endure; the language of competency, which tries many ways of teaching a child before declaring failure; and the parent's own native language, which expresses the school's commitment to inclusiveness. The district follows suit.

When parents move comfortably through a school's physical and social structures, their contributions help to close large gaps between culture, language, and life experience. Genuine parental participation also brings students many benefits—improved attendance and academic achievement and more positive attitudes towards school, including higher expectations.

ENTITLEMENT 2: Children are entitled to learn in an integrated, heterogeneous setting responsive to different learning styles and abilities.

The Good Common School highly values equal educational opportunity, a basic promise of U.S. public education. Administrators and teachers measure every decision about the placement of an individual student

> *"The Good Common School values each family's hopes for its children and works to see these hopes attained."*

against the single standard of student benefit. At the district level, all schools strive to become superior, thereby replacing the more common pattern of superior ones and magnet programs intermingled with mediocre schools.

The Good Common School does not sort students for instruction; it groups together children of differing needs, abilities, and interests. Children who are "different"—racially, economically, linguistically, or otherwise—are not prepared for less satisfying futures. Because heterogeneous grouping creates greater complexities for teachers, the school provides them with supports such as classroom aides, appropriate books and materials, and resource consulting teachers.

ENTITLEMENT 3: Children are entitled to comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies.

At the Good Common School, fluency in a second language is prized, whether learned before or after English; in fact, multiple language and cultural literacies for every child is a school goal. Limited proficiency in English is not viewed as a deficit, nor English language instruction as remediation.

Multiculturalism is a primary goal. Students learn how others live and receive a strong foundation of skills for inhabiting a global community. Students are taught to understand economic and social power imbalances that limit the opportunities of many and to consider how these imbalances can be corrected.

ENTITLEMENT 4: Children are entitled to have access to a common body of knowledge and the opportunity to acquire higher-order skills.

Every teacher at the Good Common School shares a strong belief in and commitment to the academic success of every student.

The school curriculum is powerful, complex and rich with meaning, challenging the capacity of children to think deeply. It is organized around central themes and concepts, providing multiple entry points so that children of differing abilities may have access to the same body of knowledge. Teacher-made materials are encouraged. The role of the arts in enriching the lives of children and adults is acknowledged. Teachers urge children to apply all that they learn to their daily lives.

Children interact freely in the classroom. They work frequently in small group settings to strengthen social skills. This approach supports development of basic and higher-order skills, including the capacity to analyze one's own learning and to challenge oneself and others. Peer tutoring, including cross-age tutoring, is used.

ENTITLEMENT 5: Children are entitled to a broadly based assessment of their academic progress, plus grade structures that enhance individual strengths and potential.

At the Good Common School, teachers assume every child has special talents and strengths, along with weaknesses. Human growth is viewed as an uneven, highly individualized process. When a child lags behind peers, time and teacher ingenuity usually hold the solution. Teachers identify and build on individual strengths.

This works because parents and educators base a child's future instruction on information gained through curriculum-based assessments of the youngster's academic progress, including student portfolios, performance tasks, student exhibitions, structured classroom observations, and parent conferences. No important educational decisions about a child or the curriculum are made solely on the basis of a standardized test score, as they are in traditional elementary schools.

The Good Common School's flexible, cross-age grade structure not only acknowledges that children progress at different rates, but also guards against tracking and encourages teachers to work with each pupil as an individual. Children who need more time to complete work can do so without "flunking" a grade, and no child is "pushed ahead" by skipping a grade.

ENTITLEMENT 6: Children are entitled to a broad range of individualized support services.

The Good Common School has a well-developed guidance and counseling program. School counselors help teachers design classroom activities that strengthen students' academic, social, personal, and career development skills. Counselors meet individually or in small groups with students referred by parents or teachers—or who just need to talk with someone.

Counselors establish strong linkages with community service providers to connect students and their families with a variety of services not available at the school.

Care is taken that counseling staff either speak the languages of the students and families, or seek out appropriate translators so that all may be served.

ENTITLEMENT 7: Children are entitled to attend a school that is safe, attractive, and free from prejudice.

The Good Common School prides itself on being an inclusive, democratic community of children and adults—quite different from the often exclusionary neighborhoods that surround it.

At the school, diversity is the norm. The principal models respectful treatment of adults and children and expects all members of the community to do the same. Clear consequences exist for abusive treatment of others, whether by students or staff.

ENTITLEMENT 8: Children are entitled to attend school every day unless they pose a danger to other children or school staff.

The principal expresses to parents and students that children cannot learn if they do not attend school. As disciplinarian, she sets firm limits but will not suspend a student for a trivial offense, particularly an attendance offense. When a student misses school frequently, the principal or a counselor calls the parent to find out if the school can help correct the situation.

The principal is committed to preserving a safe school environment. The discipline code, developed by a committee with broad community representation, spells out behavioral offenses and specific consequences with appropriate severity of punishment. It also states that students with drugs and weapons cannot stay at school. The code is enforced fairly and consistently. Students' due process rights are observed. Overall, disciplinary referrals and school suspensions are low.

ENTITLEMENT 9: Children are entitled to instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenges inherent in diverse classrooms.

At the Good Common School, teachers permit students a fresh start each year, rather than prejudging capacities on the basis of previous years' reports, grades, or teacher conversations. They seek out students who may need help but do not assertively ask for it. All children are called on in the classroom and receive equal praise. Children's successes are celebrated, even the small ones.

The Good Common School: Making the Vision Work for All Children
350 pages
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The Good Common School encourages teachers to continue their own education and allows them time with one another to reflect on practice, to share information, and to engage in team-building activities.

ENTITLEMENT 10: Children are entitled to an equal education opportunity supported by provision of greater resources to schools serving low-income, minority, handicapped, or immigrant students.

The Good Common School Council makes important decisions about how funds are spent. The principal provides multilingual materials for parents and advocates well in advance of public meetings. Program budgets relate expenditures to school improvement goals.

A key tenet of the Good Common School's philosophy is that no child's school success should be limited by where he or she lives. Equity is achieved by increasing funding for poor districts, rather than by forcing wealthy districts to lower expenditures.

Because the district that administers the Good Common School shares this view, it allocates funds according to student needs. For instance, schools get extra money if they have greater numbers of low-income youths or children in special educational programs.

This fair and common-sense approach to resource allocation is supported by state laws that have as their goal equalization of educational opportunity, and which do not permit "reforms" that spread an even layer of extra resources over an uneven foundation. ❑

MPS Alternative and Partnership Schools Evaluation
PHASE I AND PHASE II - 1992-1993

APPENDIX I

General Characteristics of Deficient Alternative Schools

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General Characteristics of Deficient Alternative Schools

1. School leader is a non-educator, or is too removed from the daily operations of the alternative school program.

2. Instruction is mostly individualized remediation and deficit-based basic skills teaching.

3. There are low academic expectations of students, and students are not challenged with demanding academic work, homework, and intellectually stimulating projects.

4. The focus of the program is on preparing students for low level jobs and a quick exit from school.

5. There is no authentic assessment; the school is a "credit mill" to speed up graduation.

6. School is a "holding tank," and it is viewed as a "dumping ground".

7. Most staff hold the view that fault for the students' at-risk condition rests with the students, their families, and the community; staff attitudes toward students and families is reminiscent of segregated "plantation-like" education.

8. There is poorly planned and limited curricular content and delivery; there is little or no reading material/books or technology accessible to students.

9. There is poor organization and management of facilities.

10. There is poor student and staff interaction; students feel no loyalty to school or program.

11. Student and staff perception of facilities is negative; school appearance is dreary/bleak.

12. Staff have limited experience and academic preparation, and lack authentic commitment.

13. There is limited or no meaningful parental and community involvement.

14. There is little creativity in the use of support staff and community resources.

15. There is no educational vision; teachers and staff "live and teach by the day".

16. Adults abdicate to youth: students show no respect and do as they please with little or no guidance from adults.

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